

**Department of History  
Pondicherry University**



**M. A. History  
*Five Year Integrated Programme***

**Course Structure and Syllabus  
*(July, 2014 onwards)***

**PONDICHERY UNIVERSITY  
DEPARTMENT OF HISTORY**

**Regulations for M. A. Five Year Integrated Programme in History**

**(With effect from the academic year 2014-2015)**

**Aim of the Course**

This course provides a basic understanding of historical concepts, perspectives and methodology. It also familiarizes the student with the fundamentals of Indian History, Asian History and World History

**Eligibility for Admission**

Candidates seeking admission for MA Five Year Integrated Programme in History shall require a pass in the Higher Secondary Examination (Plus two) of any board or equivalent recognized by the Pondicherry University, with a minimum of 50% marks. SC&ST students who have passed the qualifying examination are eligible to apply for admission irrespective of the percentage of marks.

**Duration of the Course**

The normal duration of the MA Five Year Integrated Programme is five academic years of 10 semesters. However, the student shall be permitted to graduate in 9 years and not more than 18 semesters.

**Medium**

The medium of instruction shall be English.

**Course Structure**

Students must secure minimum 192 credits for the award of the degree. The course structure includes Hard Core (136 credits), Soft Core (44 credits) and Language (12 credits) courses.

**Age Limit**

The same rules as applicable to other integrated programmes offered by the Pondicherry University

**Passing Minimum**

Passing minimum, grading, eligibility & classification for the award of the Degree are as per the existing CBCS regulations of the Pondicherry University.

**M.A. HISTORY (Five year Integrated Programme)**  
**Course structure & Syllabus (July, 2014 onwards)**

*Students must secure minimum 192 credits for the award of the degree*  
 Students are free to choose any course offered by other departments as soft core during a particular semester and advised to seek the help of concerned faculty advisor to choose the soft core courses.

**SEMESTER I**

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 111	Historiography and Historical Methods	Hard Core	4
2	Hist 112	Introduction to the Study of Archaeology	Hard Core	4
3	Hist 113	Introduction to World Civilizations	Hard Core	4
4		Functional English	HardCore	3
5		Optional Course (Politics/Sociology/Anthropology/South Asian Studies)	Soft Core	4
<b>Total Credits</b>				<b>19</b>

**SEMESTER II**

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 121	Introduction to Museology	Hard Core	4
2	Hist 122	History of the Medieval World	Hard Core	4
3	Hist 123	History of Western Political Ideas and Statecraft	Hard Core	4
4		Functional English	HardCore	3
5		Optional Course (Politics/Sociology/Anthropology/South Asian Studies)	Soft Core	4
<b>Total Credits</b>				<b>19</b>

**SEMESTER III**

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 211	Introduction to Numismatics	Hard Core	4
2	Hist 212	Renaissance, Reformation and Exploration	Hard Core	4
3	Hist 213	History of North-East India	Hard Core	4
4		Language other than English	Soft Core	3
5		Optional Course	Soft Core	4
<b>Total Credits</b>				<b>19</b>

## SEMESTER IV

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 221	Indian Heritage Legislations	Hard Core	4
2	Hist 222	Delhi Sultanate till 1526	Hard Core	4
3	Hist 223	Modern West (1500-1780)	Hard Core	4
4	Hist 224	History of the French in India (1664 – 1954)	Soft Core	4
5		Language other than English	Soft Core	3
6		Optional Course	Soft Core	4
<b>Total Credits</b>				<b>23</b>

## SEMESTER V

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 311	Pre History and Proto History of India	Hard Core	4
2	Hist 312	The Cholas in Peninsular India	Hard Core	4
3	Hist 313	History of the Mughals (1526 -1797)	Hard Core	4
4	Hist 314	The Atlantic Slave Trade (1440-1834)	Hard Core	4
5	Hist 315	History of Modern India (1707-1857)	Hard Core	4
<b>Total Credits</b>				<b>20</b>

## SEMESTER VI

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 321	Archaeology: Principles and Methods	Hard Core	4
2	Hist 322	Society and Economy in Mughal India (A.D. 1500-1707)	Hard Core	4
3	Hist 323	Social and Agrarian Movements in Colonial India	Hard Core	4
4	Hist 324	History of Modern India (1858-1947)	Hard Core	4
5	Hist 325	Rise of Modern China (A.D. 1839-1976)	Hard Core	4
<b>Total Credits</b>				<b>20</b>

## SEMESTER VII

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 411	Historiography Since Ranke	Hard Core	4
2	Hist 602	Ancient Societies	Hard Core	4
3	Hist 413	Society and Economy of Colonial India	Hard Core	4
4	Hist 414	The Revolt of 1857	Soft Core	3
5		Optional Course	Soft Core	3
<b>Total Credits</b>				<b>18</b>

### SEMESTER VIII

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 421	Indian Architecture	Hard Core	4
2	Hist 422	Global History: Themes and Perspectives	Hard Core	4
3	Hist 423	India's Struggle for Independence ( Pre-Gandhian Era)	Hard Core	4
4	Hist 424	Environmental History of India	Soft Core	3
5		Optional Course	Soft Core	3
<b>Total Credits</b>				<b>18</b>

### SEMESTER IX

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 511	Ancient India (from earliest time upto 5 <sup>th</sup> Century A.D.)	Hard Core	4
2	Hist 512	Vijayanagara: City and Empire	Hard Core	4
3	Hist 513	Gandhian Era of Indian National Movement (1920-1947)	Hard Core	4
4	Hist 514	Indian Diaspora in the West Indian Ocean Region	Soft Core	3
5		Optional Course	Soft Core	3
<b>Total Credits</b>				<b>18</b>

### SEMESTER X

Sl. No.	Course Code	Course	Hard/Soft Core	Credits
1	Hist 521	Indian Epigraphy	Hard Core	4
2	Hist 522	Women in Modern India	Hard Core	4
3	Hist 523	Twentieth Century World	Hard Core	4
4	Hist 524	Global Diaspora	Soft Core	3
5		Optional Course	Soft Core	3
<b>Total Credits</b>				<b>18</b>

## LIST OF OPTIONAL COURSES

Five Year Integrated MA  
(SEMESTERS I, II, III, IV, V &VI)

Course Code	Course	Credits
Hist 601	Ancient Historians and Historiography	4
Hist 603	Asoka in History and Memory	4
Hist 605	History of Central Asia (c. 900 to 1500 A. D.)	4
Hist 607	Krishnadevaraya and his Reign	4
Hist 609	Religion and Devotion in Medieval South India and Deccan	4
Hist 613	History of Modern South-East Asia	4
Hist 622	History of USA (1763-1898)	4
Hist 623	History of USA (1900 -2001)	4
Hist 628	Intellectual History of Modern India	4
Hist 630	Agrarian History of Colonial India	4

## LIST OF OPTIONAL COURSES

Five Year Integrated MA  
(SEMESTERS VII, VIII, IX, X)  
M. A. (SEMESTERS I, II, III, IV)

Course Code	Course	Credits
Hist 412	Introduction to Rock Art	3
Hist 600	Medieval Societies	4
Hist 604	Empires of the Medieval World	4
Hist 606	Early Medieval South India	4
Hist 608	Temple in Medieval South India	3
Hist 610	Cross Cultural Trade in the Indian Ocean Littoral	3
Hist 611	International Law and Cultural Property	3
Hist 612	Historiography: Annales and Beyond	4
Hist 615	Science, Technology and Medicine in Modern India	4
Hist 616	Early History of South-East Asia	3
Hist 617	History of Indian Archaeology	3
Hist 618	Religion in Early India	3
Hist 619	Conservation of Cultural Property	3
Hist 620	Indian Art and Iconography	3
Hist 624	Gandhian Thought	3
Hist 625	Contemporary India (Since 1947)	3
Hist 626	Economic History of India (1757-1857)	3
Hist 627	Economic History of India (1858-1947)	3
Hist 629	History of Labour Movement in Colonial India	3
Hist 631	Situating the North East: Emergence and Modes of Resistance	3
Hist 632	Society and Economy in Medieval India	4

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER I**

#### **HIST 111 – HISTORIOGRAPHY AND HISTORICAL METHODS**

*The course attempts to impart comprehensive knowledge and understanding of the nature and scope of historical knowledge, theories of history and the various schools of historical thought spread over the ancient, medieval and modern periods. In recent years, the study of history has become multi-disciplinary and hence the course will endeavour to equip students with the varieties of history in practice today. The following general themes would be covered in this course.*

#### **MODULE 1: Nature and Scope of History**

Definition and meaning of History - Nature of historical knowledge – History and other disciplines: Archaeology, Geography, Anthropology, Sociology and Literature.

#### **MODULE 2: Historiography**

Greek Historiography: Herodotus, Thucydides, Polybius – Roman Historiography: Livy, Tacitus – Early Christian Historiography: St. Augustine –Enlightenment Historiography: Edward Gibbon.

#### **MODULE 3: Varieties of History**

Economic History - New Social History – Intellectual History – Cultural History – Oral history -Environmental History.

#### **MODULE 4: Historical Method**

Historical Evidence - Causation - Objectivity - Generalisation in History.

#### **Suggested Readings**

Bloc, Marc, *The Historian's Craft*, New York: Vintage Books, 1979.

Braudel, Fernand, *On History*, Chicago University Press, 1982.

Breisach, Ernst, *Historiography: Ancient, Medieval and Modern*, Chicago University Press, 1983.

Burke, Peter, ed., *A New Kind of History from the Writings of Lucien Febvre*, New York, Harper Torch Books, 1973.

----, *Varieties of Cultural History*, Oxford, 1999.

Carr, E.H., *What is History?*, New York, 1987 (2nd edition).

Collingwood, R.G., *Idea of History*, Oxford University Press, 1974.

Gardiner J. (ed.), *What is History Today?* London, Humanities Press International, 1988.

Sheik Ali, B., *History in Theory and Method*, Macmillan, 1978.

Venugopal, T.R., *History and Theory*, Trissur, 1997.

Wedgwood, C.V., *The Sense of the Past: Thirteen Studies in the Theory and Practice of History*, New York: Collier Books, 1960.

<http://historymatters.gmu.edu/browse/makesense/>

<http://www.bbc.co.uk/history/0/>

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER I**

#### **HIST 112 - INTRODUCTION TO THE STUDY OF ARCHAEOLOGY**

*The course is designed to introduce the discipline of archaeology to students of history. The various archaeological methods and theories involved in reading the primary source would be taught to understand the context of the material that is available for the study.*

#### **MODULE 1: Definition & scope of Archaeology -Terms and Concepts in Archaeology**

Prehistory - Proto History and History; Artefact, Site, Culture, Exploration, Excavation. Sources of Archaeology: Monuments- Inscriptions-Coins; The dating problem- dates in Inscriptions.

#### **MODULE 2: Relationship of Archaeology with other disciplines**

History, Anthropology and Archaeology- Contribution of Social sciences and Humanities to Archaeology- Impact of pure sciences on Archaeology

#### **MODULE 3: History of Archaeology**

Origin and evolution of archaeological studies – Contribution of archaeology for the study of the evolution of man.

#### **MODULE 4: History of Archaeology in India**

Colonial archaeology - Institutional growth in field epigraphy and archaeology – Oriental Studies - Establishment of Professional organisations and institutions.

#### **MODULE 5: Important Archaeological sites in India**

Palaeolithic sites: Bhimbetka, Attirampakkam. Renigunta, Bagor, Patne. Neolithic Sites: Paiyampalli, Nagarjunakonda, Tekkalakota. Proto–Historic sites: Mohenjodaro, Harappa, Lothal, Kalibangan, Dholavira - Iron Age/Early Historic sites: Kodumanal, Hallur, Tulikatta, Pattanam.

#### **Suggested Readings**

- Agrawal, D.P., 1982, *The Archaeology of India*, Curzon Press, London.
- Allchin, B., and Allchin, R., 1982, *The Rise of Civilization in India and Pakistan*, Cambridge University Press, Cambridge.
- Dhavalikar, M.K., 1990, *First Farmers of the Deccan*, Ravish Publishers, Pune.
- Ghosh, A., (ed.) 1988, *An Encyclopaedia of Indian Archaeology*, 2 Vols, Munishiram Manoharlal, New Delhi.
- Gururaja Rao, B.K., 1972, *Megalithic Culture in South India*, University of Mysore, Mysore.
- Thapar, B.K., 1985, *Recent Archaeological Discoveries in India*, Unesco, Paris.
- Chakrabarti, Dilip.K., 1988, *A History of Indian Archaeology : From the Beginning to 1947*, Munishiram Manoharlal, New Delhi.
- Chakrabarti, Dilip.K., 1999, *India : An Archaeological History –Palaeolithic Beginnings to Early Historic Foundations*, Oxford University Press, New Delhi.
- Daniel, Glyn E., 1967, *The Origins and Growth of Archaeology*, Pelican Books, London.
- Rajan, K., 2002, *Archaeology: Principles and Methods*.Tanjavur: Manoo Pathippakam.
- Raman, K.V., 1986, *Principles and Methods of Archaeology*, Parthajan Publications, Madras.



## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER I**

#### **HIST 113 – INTRODUCTION TO WORLD CIVILIZATIONS**

*This course presents a compact understanding of human race's struggle for civilization in the early times. The aim is to give both an appreciation of the distinctive achievements and limitations of the principal human societies and cultures in the past. Political events, inevitably, are important and at the same time formed bases for the cultural, social and economic developments in the early civilizations.*

#### **MODULE 1: Origins of Early Civilizations**

Egyptian – Mesopotamian – Persian – Greek – Roman – Political Developments under Different Dynastic Rule – Growth of Kingship or Republic – Law.

#### **MODULE 2: Establishment and Spread of Early Empires under Different Civilizations**

Egyptian – Mesopotamian – Persian – Greek – Roman.

#### **MODULE 3: Society and Economy**

Growth of different social groups – Warrior Elites, Priestly Class, Noble Aristocracies and Lower Social Groups - Economy – Agriculture, Craft, Metallurgy and Trade - Development of Professional Groups.

#### **MODULE 4: Developments in Culture**

Religion- Art – Literature – Architecture – System of Writing.

#### **MODULE 5: Achievements of Early Civilizations**

Science and Philosophy.

#### **Suggested Readings**

Allan, O. Knownslar and Terry L. Smart, *People and Our World: A Study of World History*, Holt, Rinehart and Winston Publishers, New York, 1981.

Bruce G. Trigger, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, New York, 2003.

Douglas J. Brewer, *Egypt and the Egyptians*, Cambridge University Press, New York, 2007.

Felipe Fernandez-Armesto, *Civilizations*, Macmillan, London, 2000.

Joseph R. Strayer & Hans W. Gatzke, *The Mainstream of Civilization*, Harcourt Brace Jo Vanovich, Inc, New York, 1979.

Lynn Thorndike, *Encyclopaedia of World Civilizaions*, 2 Vols., Shubhi Publications, Delhi, 2000.

Robert E. Lerner and Standish Meacham, *Western Civilizations*, WW Norton & Company, New York & London, 1986.

Simon Hornblower & Antony Spawforth, *The Oxford Companion to Classical Civilizaion*, Oxford University Press, Oxford & New York, 1998.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER II**

#### **HIST 121 - INTRODUCTION TO MUSEOLOGY**

*The course is designed to expose the importance of the museum studies. The various functions of museums like acquisitions, documentation, display, education, preservation and conservation of museum objects would be emphasized so that the students can understand the importance of museum in preserving our cultural heritage.*

##### **MODULE 1**

History of Museums-General principles of museums – Definitions of museum – History of Museums in India – History of museums in Tamil Nadu.

##### **MODULE 2**

Documentation-Functions of museums - Types of museums - Collection – Origin - Collection theory – Modes of acquisition – Antiquarian Law - Documentations – Accessing – Identifications – Methods of cataloguing – Classifications – Types of cards – Data bank – Museum library.

##### **MODULE 3**

Display - Explanations - General principles of presentation – Analysis of material – Types of exhibition – Organisation of exhibition – Exhibition equipments - Labelling- Lightning - Audio-visual aids.

##### **MODULE 4**

Museum building – Museum architecture – Museum security - Types of visitors – Public facilities – Museum management – Museum research and education.

##### **MODULE 5**

General principles of conservations – Conservation of organic and inorganic material - Physical, chemical and biological effects – Preservation and restoration – Temperature, humidity, pollution – Effects of light – Conservation of metals, paintings, manuscripts, stone, textiles and wood - Care and preservation of excavated material.

##### **Suggested Readings**

Agarwal, O.P., 1974,*Museum Works*, Bangkok.

American Association of Museums, 1973,*Museums Studies: A Curriculum Guide for Universities and Museums*, Washington.

Baxi, Smita J., and Dwivedi, P.Vinod, 1973,*Modern Museum Organisation and Practice in India*, New Delhi.

Bedekar, V.H., 1985,*So you want a good museum exhibition*, Department of Museology, Baroda.

Cronyn, 1995,*Elements of Archaeological Conservation*, Routledge, London.

Ghosh, D.P., 1968,*Studies in Museum and Museology in India*, Indian Publications, Calcutta.

Morley, Grace, 1981,*Museums Today*, Department of Museology, Faculty of Fine Arts, M.S.University, Baroda.

Sarkar, H., 1981,*Museums and Protection of Monuments and Antiquities in India*, Delhi.

UNESCO, 1968,*The Conservation of Cultural Property with special reference to tropical conditions*, Paris.

UNESCO, 1968, *Museums and Education*, *Museums*, Vol.21, no.1, Paris.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER II**

#### **HIST 122 – HISTORY OF MEDIVAL WORLD**

*This course will give a deeper understanding of the rise of three great cultures in the medieval world. The Byzantine culture, Christianity and Islamic civilizations were the successors to the declined Roman Empire in the east as well as the west. With the rise of these cultures a different pattern of agricultural, commercial and intellectual life was developed all over the Europe and West Asia, which had far-flung affects in various parts of world in the later period.*

#### **MODULE 1**

Roman Empire's Three Heirs – The Byzantine, Islamic and Early Medieval Western World - Christianity, Islam and Byzantine culture.

#### **MODULE 2**

The High Middle Ages- I – Economic, Social and Political Institutions – Agricultural Revolution – Lord and Serf: Life in Manorial Regime.

#### **MODULE 3**

The High Middle Ages - II – Economic, Social and Political Institutions - Revival of Trade and the Urban Revolution – Feudalism and the Rise of National Monarchies.

#### **MODULE 4**

Religion and Developments – Consolidation of Papal Monarchy – The Crusades.

#### **MODULE 5**

The Medieval Intellectual Revival – The Blossoming of Literature, Art and Music.

#### **Suggested Readings**

Hawfing, G.R. (ed.), *Muslims, Mongols and Crusades*, Routledge Curzon, London & New York, 2005.

John, France, *The Crusades and the Expansion of Catholic Christendom, 1000-1714*, Routledge, London & New York, 2005.

Peter Linehan and Janet L. Nelson (ed.), *The Medieval World*, Routledge, London & New York, 2001.

Peter Lock, *The Routledge Companion To The Crusades*, New York, 2006.

Rosenthal, J. Erwin, *Political Thought in Medieval Islam*, Cambridge University Press, Cambridge, 1968.

Saliba, George, *Islamic Science and the Making of the European Renaissance*, MIT Press, Massachusetts, 2007.

Stierlin, Anne and Henri Stierlin, *Islamic Art and Architecture*, Thames and Hudson, New York, 2002.

Bloch, Marc, *Feudal Society*, London, 1961, 2 vols.

Deanesly, Margaret, *A History of Early Medieval Europe 476-911*, London, 1969.

Deanesly, Margaret, *A History of the Medieval Church*, London, 1969.

Holton, R.H. (ed.), *Transition from Feudalism to Capitalism*, New York, 1976.

Lewis, Bernard, *Islam in History*, London, 1973.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER II**

#### **HIST 123 – HISTORY OF WESTERN POLITICAL IDEAS AND STATECRAFT**

*This course examines the development of political thought in the Western world on the basis of both the theory and practice of statecraft. It has three main objectives (1) acquaint the students of the canonical texts dealing with political theory and thought (2) analyze the contexts in which ideas relating to State, Society and Common Good came to be formulated and (3) examine the historical situations in which the practice of statecraft derived from the important texts came to be enunciated. The chronological span of this course covers the period from classical antiquity till contemporary times.*

#### **MODULE 1**

State and Society in the Greek Polis-Plato and Aristotle.

#### **MODULE 2**

Roman Political theory-Empire and Imperium in the Roman World.

#### **MODULE 3**

Christianity and the Holy Roman Empire-Constantine and the Church-the concept of the “Kings Two Bodies”.

#### **MODULE 4**

Machiavelli-Morality and Ethics in the practice of statecraft.

#### **MODULE 5**

Modern Western political thinkers-Hobbes- Locke - Rousseau.

#### **MODULE 6**

International law and law of war from the medieval period till the modern age.

#### **Suggested Readings**

Sabine, George, *A History of Western Political Theory*, (Oxford & IBH) 2005.

Skinner, Quentin, *Foundations of Modern Political Thought*, Cambridge University Press, 1978.

-----, *Hobbes and Republican Liberty*, Cambridge University Press, 2008.

Rowe, C.J., *The Cambridge History of Greek and Roman Political Thought*, Cambridge University Press, 2006.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER III**

#### **HIST 211 - INTRODUCTION TO NUMISMATICS**

*One of the important source materials available in India to reconstruct our past is coins. These coins are issued in different scripts and languages on different metals like, copper, gold, silver, lead, etc. The course is designed to impart basic knowledge about the development of Coinage in India.*

#### **MODULE 1**

Value of Numismatics for Historical Reconstruction - Origin and evolution of coinage in India.

#### **MODULE 2**

Punch Marked coins – Foreign Coins: Coinage of the Indo-Greeks – Roman Coins - Coinage of the Kushanas – Coins of Sakas and Kshatrapas.

#### **MODULE 3**

Pre Satavahana Coinage - Coins of Satavahanas - Sangam age coins - Coins of Chera, Chola, Pandyas - Gupta Coinage.

#### **MODULE 4**

Medieval South Indian Coins - Coins of Pallavas – Chalukyas - Coins of Imperial Cholas - Coins of Imperial Pandyas.

#### **MODULE 5**

Coinage of the Hoysalas - Coinage of the Vijayanagara Dynasty.

#### **Suggested Readings**

- Chattopadhyaya, B.D., 1877, *Coins and Currency Systems of South India*, New Delhi.  
Elliot, Walter, 1888, *South Indian Coins*, Cosmo Publications, Delhi.  
Gupta, P.L., *The Coins*, New Delhi: National Book Trust.  
Kosambi, D.D., 1981, *Indian Numismatics*, Orient Longman Limited, New Delhi.  
Krishnamurthy, R., 1997, *Sangam Age Tamil Coins*, Garnet Publications, Chennai.  
Raja Reddy, D., 2008, *Andhra Coins – Select Articles*, Ramaiah Vidhyapeetam, Hyderabad  
Nagasamy, R., *Tamil Coins - A Study*, Tamil Nadu State Archaeology Department Chennai.  
Sharma, I.K., 1980, *Coinage of Satavahana Empire*, Agamkala Prakashan, New Delhi.  
Suresh, R., *Roman antiquities in Tamil Nadu*, C.P.R. Institute of Indological Research, Chennai.  
Vanaja. R., 1983, *Indian Coinage*, Indian National Museum, New Delhi.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER III**

#### **HIST 212 - RENAISSANCE, REFORMATION AND EXPLORATION**

*The period from 1300 to 1600 witnessed fundamental transformations that shaped European society for the next four hundred years. The present course focuses on the transition from the medieval to the modern, a period of cultural revival, religious upheaval and overseas expansion. It familiarizes the students with the demographic, economic, technological and socio - cultural transformations in Europe from the fourteenth to sixteenth century.*

#### **MODULE 1: Europe in the later Middle Ages**

Climatic changes - The Black Death and its consequences – Papal Schism and the late medieval Church – Late medieval European society.

#### **MODULE 2: The Civilization of the Renaissance**

The Rise of Italian City States and the Merchant Class – Renaissance Humanism – Art in Renaissance Italy –Northern Renaissance - John Guttenberg and the coming of the book.

#### **MODULE 3: Reformation of Religion**

Wycliffe and Hus - Martin Luther and the Protestant Reformation – John Calvin and Calvinism – The English Reformation –Catholic Reform and the Counter Reformation – Religious conflicts.

#### **MODULE 4: Voyages of Exploration**

Silver Shortage and the search for African gold – Mediterranean Empires – Shift to the Atlantic – Technology of ships and navigation – Portuguese Exploration and the Sea Route to India - Spanish Exploration – Europe encounters a New World.

#### **MODULE 5: Conquest and Colonization**

Atlantic colonization and the growth of slavery – Spanish conquest of America – American Silver and the Price Revolution - The Columbian Exchange.

#### **Suggested Readings**

Coffin, Judith G. & Robert C. Stacey, *Western Civilizations*, New York: Norton, 2008

Crosby, Alfred W., *The Columbian Exchange: Biological and Cultural Consequences of 1492*, Westport: Praeger, 2003.

Durant, Will, *The Story of Civilization, Vol.5, The Renaissance*. New York: Simon and Schuster, 1953.

Durant, Will, *The Story of Civilization, Vol.6, The Reformation*. New York: Simon and Schuster, 1957.

Kagan, Donald, Steven E. Ozment , Frank M. Turner. *Western Heritage since 1300*, New York: Prentice Hall, 2007.

Koenigsberger G.H., G. Mosse &G. Bowler, *Europe in the Sixteenth Century (General History of Europe Series)*, 2nd ed., London: Longman, 1999.

Pennington D. H., *Europe in the Seventeenth Century (General History of Europe Series)*, 2nd ed., London: Longman, 1989.

Zophy, Jonathan, *A Short History of Renaissance and Reformation Europe: Dances over Fire and Water*, 3<sup>rd</sup> ed. New York: Prentice Hall, 2003.

<http://ageofex.marinersmuseum.org>

<http://library.thinkquest.org/4034/timeline2.html>

<http://www.renaissanceconnection.org/>

[http://www.ucalgary.ca/applied\\_history/tutor/eurvoya/](http://www.ucalgary.ca/applied_history/tutor/eurvoya/)

<http://www.learner.org/interactives/renaissance/index.html>

<http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/columbian.htm>

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER III**

#### **HIST 213 - HISTORY OF NORTH EAST INDIA**

*This course is indented to familiarize the students with the concept of Northeast India as a territorial unit during the British period, their relations with various tribes of the areas. The major thrust areas would be trace from the advent of the British traders till the decline of the Monarchical Kingdom. Moreover it will also include some of the issues which are contemporary relevance for example Inner Line permit, Armed Forces special power Act etc.*

#### **MODULE 1: Sketches of Various Reports by Colonial Agency**

The North-East Frontier Definition - Inner Line Regulations.

#### **MODULE 2: British Relations with Various Tribes**

The Naga Tribes - North Cachars – Manipur - Khasi, Jaintia, Garos - Tripura and the Lushai Hills.

#### **MODULE 3: Creation of States in the Post – Independence Period**

Assam, Land, People and Culture -Arunachal Pradesh, Tribes, Culture Language - Meghalaya, people, cultures and language - Nagaland, Various Tribes , culture and festival - Manipur, Land , Culture ,people and festivals - Tripura, Tribes, and their culture - Mizoram, Land peoples and festival – Sikkim, People and Culture.

#### **MODULE 4: System of Governance**

Six Schedule and Panchayati Raj Institution - Tribal Chieftainship.

#### **MODULE 5: Religion in North East India**

Hinduism – Christianity – Buddhism - Animism.

#### **Suggested Readings**

Agrawal, M.M., *Ethnicity, Culture and Nationalism in N.E. India*, (New Delhi: Indus Publishing Company, 1996).

Jenkins, Nigel, *Through the Green Door: Travels Among the Khasis*, (New Delhi: Penguin Books, 2001).

Sangkima, *A Modern History Of Mizoram*, Spectrum publication.

Visier Sanyu, *A history of Nagas and Nagaland: dynamics of oral tradition in village formation*, Comonwealth publication.

Joshi, H.G. *Meghalaya Past and Present*, .ittal Publication.

Bhattacharyya, P.K. *A CULTURAL History of Sikkim*.

Chandramani DebBarma, *Glory of Tripura civilization: history of Tripura with Kok Borok names of the kings*.

Barpujari, H. K., (1996), *Assam in the Days of the Company*, (Shillong: North Eastern Hill University Publications,).

Bhattacharjee, J.B., *North East Indian Perspectives in History*, (New Delhi: Vikas Publishing House, 1995).

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER IV**

#### **HIST 221 - INDIAN HERITAGE LEGISLATIONS**

*The course is designed to expose the importance of the antiquarian laws governing our heritage. The various functions and functionalities like acquisitions, documentation, preservation and conservation of monuments and antiquities would be emphasised so that the students can understand the importance of preserving our cultural heritage.*

#### **MODULE 1**

History of antiquarian laws in India - Problems and implementation.

#### **MODULE 2**

The Indian Treasure Trove Act, 1878 - The Ancient Monuments Preservation Act, 1904.

#### **MODULE 3**

The Ancient Monuments and Archaeological Sites and Remains Act, 1958 - The Ancient Monuments and Archaeological Sites and Remains Rules, 1959 - The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 1958.

#### **MODULE 4**

The Antiquities and Art Treasures Act, 1972 - The Antiquities and Art Treasures Rules, 1973.

#### **MODULE 5**

Land Acquisition Act, 1894 - Public Premises (Eviction of unauthorized occupants) Act, 1971 - Public Premises (Eviction of unauthorized occupants) Rules.

#### **Suggested Readings**

Sarkar, H., 1981 *Museums and Protection of Monuments and Antiquities in India*, Sundeep Prakashan, Delhi.

*For Indian Heritage Legislations*, Universal Law Publishing Company Pvt. Ltd.



## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER IV**

#### **HIST 222 – DELHI SULTANATE TILL 1526**

*This course examines the establishment of the Turkish Empire in India. It aims at acquainting the student with the complex range of sources available and helps at assessing the formation of a new society and culture in India which is part of the composite culture of India today. The course covers the period from 1297 till 1526.*

#### **MODULE 1**

Advent of the Turks in India-The Islamic Background-Central Asia.

#### **MODULE 2**

The Debate over Mahmud of Ghazini -The Gaznavids-Alberuni -The Debate over Somnath Temple.

#### **MODULE 3**

Establishment of the Delhi Sultanate-Iltutmish-Razia-Balban- Allauddin Khalji- The Expansion of the Turkish Sultanate into the Deccan.

#### **MODULE 4**

Society, Economy and Polity during the Sultanate-The *Iqta* System-Urbanization.

#### **MODULE 5**

Theory of Kingship-Mongol Policy of the Sultanate-Historiography in the epoch of the Delhi Sultanate.

#### **Suggested Readings**

Jackson, Peter, *The Delhi Sultanate*, Cambridge University Press, 1997.

Kumar, Sunil, *The Emergence of the Delhi Sultanate*, Permanent Black 2007.

Habib and Nizami, *The Delhi Sultanate*, Comprehensive History of India, Vol. V.

Hardy, Peter, *Historians of Medieval India*, New Delhi, Munshiram Manoharlal, 2007.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER IV**

#### **HIST 223 – MODERN WEST (1500-1780)**

*This course is designed to give the students a comprehensive picture of the emergence, expansion and dominance of the Western civilization from 1500 – 1780. It discusses the development of the state, society and economy of the West with special reference to the science, technology and ideologies of Western dominance. The geographical, commercial, political, intellectual and scientific revolutions which paved the way for the predominance of the West over the rest of the world are highlighted.*

#### **MODULE 1: Europe in 1500**

Rise of New Monarchies - Transition from Feudalism to Capitalism.

#### **MODULE 2: European State System**

Absolutism - Absolutism in Spain and England - Tudors and the early Stuarts Absolutism in Eastern Europe (Muscovy).

#### **MODULE 3: Europe in Crisis**

The Thirty Years War - The Crisis of the mid – seventeenth Century - English civil war Revolution, ferment in ideas and society- Restoration and its aftermath.

#### **MODULE 4: Mercantilism**

Economic Nationalism and Mercantilism - The Dutch Commercial Empire Colonial policy of major European powers - The Hegemony of Britain.

#### **MODULE 5: Intellectual Currents**

Scientific and Intellectual Revolution – Enlightenment.

#### **Suggested Readings**

Adas, Michael, *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance*, Delhi, 1990..

Ashton, Trevor, *Crisis in Europe, 1560-1660*, London, 1970.

Cairns, Trevor, *The Birth of Modern Europe*, Cambridge, 1975.

Cipolla, C.M., *European Culture and Overseas Expansion*, London, 1970.

Davis, R., *The Rise of the Atlantic Economies*, London, 1975.

Durant, Will, *The Story of Civilization*, Vol.V to XI, New York, 1953-75.

MC Neill, William, H., *The Rise of the West: A History of the Human Community*, New York, 1964.

-----, *The New Cambridge Modern History*, Vol. I to XII, 1960-65.

Poulton, Richard, *A History of the Modern World*, London, 1984.

Reilly, Kevin, *The West and the World: A History of Civilization*, New York, 1989.

Stavrianos, L., *The World Since 1500: A Global History*, New Jersey, 1982.

Wright, Esmond, gen. ed., *History of the World: The Last Five Hundred Years*, London, 1984.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER IV**

#### **HIST 224 - HISTORY OF THE FRENCH IN INDIA (1664-1954)**

*This course is designed to give the students a comprehensive picture of French colonialism in India, their ambition to build an empire, Anglo French rivalry and the failure of the French, the impact of the nationalist movement on French India, the anti - colonial movement in French India and the legacy of French colonialism.*

#### **MODULE 1: Early Activities of the French in India**

Birth of the French East India Company in France – Establishment of Factories in India on both Eastern and Western coasts – Period of consolidation: Martin, Le Noir and Dumas.

#### **MODULE 2: Anglo French Rivalry**

Ananda Rangapillai –Dupleix and the Carnatic Wars –Fall of the French colonies to the British in 1778– Loss of French colonies during the Napoleonic Wars – Restoration of the Indian colonies to the French in 1816.

#### **MODULE 3: French India under the Third Republic**

Constitutional Reforms and the Introduction of Representative Assemblies – Ponnutambay Laporte and the Act of Renonciation –Evolution of Municipal Administration.

#### **MODULE 4: Growth of Anti- Colonialism and the Liberation of French India**

Anti-colonial movement in French India – Role of Jawaharlal Nehru in the liberation of the erstwhile French Indian colonies – De-facto merger of the French colonies with the Indian Union in 1954.

#### **MODULE 5:**

Comparative Study of French Policies in India, Indo China and Africa.

#### **Suggested Readings**

- Antony, F.E., ed., *Gazetteer of India: Union Territory of Pondicherry*, Vol.2, Pondicherry, 1982.
- Dodwell, Henry, *Clive and Dupleix: The Beginning of Empire*, Delhi: AES, 1989.
- Krishnamurthy, B., *Jawaharlal Nehru and Freedom movement in French India*, Pondicherry, 2007.
- Malleson, G.B., *History of the French in India, 1674-1761*, Delhi: Gian Publishing House, 1986.
- Miles, William, F. S. “Comparative Decolonization French Africa, French Caribbean, French India”, *Contemporary French Civilization*, Vol.14, 1990, pp. 212-26.
- Ray, N. R, ed., *Western Colonial Policy: A Study of its Impact on Indian Society*, Vols. I-II, Calcutta: Institute of Historical Studies, 1983.
- Robinson, Kenneth, “Colonialism French-Style, 1945-55: A Backward Glance”, in R. F. Holland and G. Rizvi. eds., *Perspectives on Imperialism and Decolonization*, Frankcass, 1984, pp. 24-41.
- Springhall, J., *Decolonization since 1945: Studies in Contemporary History*, London: Palgrave, 2001.
- Sen, S.P., *The French in India, 1763-1816*, Calcutta, 1958.
- Vincent, Rose, ed., *French in India: From Diamond Traders to Sanskrit Scholars*, Bombay, 1990.
- Weber, Jacques. “Chanemougam, ‘King of French India: Social and Political Foundations of an Absolute Power under the Third Republic’”, *Economic and Political Weekly*, Vol-XXVI, No. 6, 1991, pp. 291- 302.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER V**

#### **HIST 311 - PRE HISTORY AND PROTOHISTORY OF INDIA**

*The course tries to explain the emergence of various cultures in India from Palaeolithic times down to Iron Age. The cultural difference that exists in different geographical zones of India would be studied to understand the various controlling factors that shaped the Indian culture. Broad contours of the Prehistoric and proto historical cultures in the subcontinent will be in the focus.*

#### **MODULE 1**

Definitions – Scope - Lower Palaeolithic Culture – Middle Palaeolithic Culture – Upper Palaeolithic - Stone tools and techniques- Life of Prehistoric man.

#### **MODULE 2**

Microlithic Culture – Beginning of Domestication of Plants and animals - Neolithic Culture – Neolithic zones - Agricultural Revolution - Settlements of New Stone Age – Characteristic traits.

#### **MODULE 3**

Chalcolithic Culture — Indus Valley Civilization- Rise and Growth - Town planning - Architecture- Trade and Commerce- Indus Script- Indus Sites: Harappa, Mohenjodaro, Kalibangan, Lothal and Dholavira – Its Decay – causes.

#### **MODULE 4**

Post Harappan Cultures - Central Chalcolithic culture - Ahar culture - Kayatha culture - Malwa Culture - Jorwe Culture – Characteristic Features.

#### **MODULE 5**

Megalithic Culture (Iron Age) – Megalithic Monuments - Types of burials- Megalithic people - Iron technology - Megalithic pottery - Life of the Megalithic people- Cultural, Religious and economic conditions – dawn of the Historical Phase.

#### **Suggested Readings**

Agrawal, D.P., 1982 *The Archaeology of India*, Curzon Press, London.

Allchin, B., and Allchin, R., 1982 *The Rise of Civilization in India and Pakistan*, C.U.P. Cambridge.

Banerjee, N.R. 1965 *The Iron Age in India*, Munishiram Manoharlal, New Delhi.

Dhavalikar, M.K., 1990 *First Farmers of the Deccan*, Ravish Publishers, Pune.

Ghosh, A., (ed.) 1988 *An Encyclopedia of Indian Archaeology*, 2 vols, Munishiram Manoharlal, New Delhi.

Gururaja Rao, B.K., 1972 *Megalithic Culture in South India*, University of Mysore, Mysore.

Possehl, G.L. 1993 *Harappan Civilization – A Recent Perspective*, Oxford and IBH .New Delhi.

Rajesh Kochchar, 2000 *The Vedic People : Their History and Geography*, Orient Longman, New Delhi.

Sankalia, H.D., 1974 *Pre and Protohistory in India and Pakistan*, Deccan College, Pune.

Thapar, B.K., 1985 *Recent Archaeological Discoveries in India*, Unesco, Paris.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER V**

#### **HIST 312 – THE CHOLAS IN PENINSULAR INDIA**

*This course examines the political, social and economic history of Peninsular India during the early medieval period stretching from the ninth till the end of the thirteenth century. The course will situate the history of the Cholas of the Vijayalaya line within the overall context of the imperial rivalries between the Rashtrakuta and the Chalukyas of Vatapi. The agrarian and social conditions prevailing in Peninsular India will also be addressed along with a discussion on the temple as an economic and political centre.*

#### **MODULE 1**

The Sources for the study of the Cholas and their contemporaries.

#### **MODULE 2**

Vijayalaya Chola to Parantaka I - The Rashtrakuta invasion.

#### **MODULE 3**

Rajaraja I - Conquest and Temple Construction.

#### **MODULE 4**

Rajendra Chola and Srivijaya.

#### **MODULE 5**

Agrarian Institutions-Foreign Trade and Commerce: Guilds and Trade-Decline of the Cholas.

#### **Suggested Readings**

Stein, Burton, *Peasant State and Society in Medieval South India*, New Delhi Oxford University Press, 1980.

Heitzman, James, *The Gifts of Power; Lordship in Early Medieval South India*, Oxford University Press, 1992.

Ali, Daud, ed., *Querying the Medieval*, Oxford University Press, 2002.

Champakalakshmi, R., *Trade, Ideology and Urbanization ; South India 300-1300*, Oxford University Press, 2008.

Subbarayalu, Y., *South India under the Cholas*, Oxford University Press 2012.

Karashima, Noboru, *South Indian Society and Economy*, Oxford University Press, 1988.

Raghotham, Venkata, "Kinship, Politics and Memory in early Medieval Tamil Country: A Study of the Funerary Shrines of the Imperial Cholas" in *Nagabindanam: Papers on Art, Epigraphy and Archaeology presented to M S Nagaraja Rao ed., L K Srinivasan et al 1996*.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER V**

#### **HIST 313 – HISTORY OF THE MUGHALS (1526-1707)**

*This paper explains the rise, growth and decline of the Mughals as a paramount power in India. The focus of the course would be on sources of the study of Mughal India, Mughal rulers and their conquests, expansion and consolidation and decline of Mughal power and Mughal relations with the nobility and neighbouring states.*

#### **MODULE 1: Sources of Study of Mughal India**

Babur's Baburnama – Gulbadan Begum's Humayunnama - Abul Fazal's Akbarnama - Badauni's Muntakhab-ut-Tawarikh - Jahangir's Tuzuk –i-Jahangiri - Abdul Hamid Lahori's Badshahnama - Ishwardas Nagar's Futuhat-i-Alamgiri - Mirza Muhammad Kazim's Alangirnama - Foreign travellers' accounts.

#### **MODULE 2: Formation of the Mughal Empire**

Babur and Afghans in India - Babur and Rajputs - Humayun's relations with Afghans, Rajputs and Bahadurshah of Gujarat - Second Afghan Empire : Sher Shah's conquests – Provincial and Military Administration - Public welfare measures.

#### **MODULE 3: Expansion of the Mughal Empire**

Akbar : Role of Bairam Khan - Policy of Sulh-i-kul - Conquests of Gujarat, Rajputana, Malwa and Kashmir - Deccan Policy - Political, Administrative and Religious Measures of Akbar.

#### **MODULE 4: Consolidation of the Mughal Empire**

Jahangir: Twelve Ordinances, Khusro's Revolt, Political role of Nurjahan, Shahjahan's rebellion, Relations with Iran, Deccan policy - Shahjahan: Deccan Policy, Relations with Transoxiana , Political rivalries among his sons.

#### **MODULE 5: Decline of the Mughal Empire**

Aurangzeb: Deccan Policy, Religious Policy, North-West frontier Policy, Relations with Rajputs - The Rise of the Regional Powers - Arrival and establishment of European factories.

#### **Suggested Readings**

www.mughalindia.co.uk

Satish Chandra, *Medieval India, From Sultanate to the Mughuls*, Delhi, Har Anand Publications, 1997.

Ishwari Prasad. *A Short History of Muslim Rule in India*. Allahabad, The Indian press, 1965. (<http://archive.org/details/shorthisoryofmu035015mbp>)

R.P.Tripathi. *Rise and fall of the Mughal Empire*. Allahabad: Central Book Depot, 1979.

R. C. Majumdar (ed). *The History and Culture of Indian People* (Vol. 7). *The Mughul Empire*. Bombay: Bharathiya Vidya Bhavan, 1974.

R. C. Majumdar, H. C. Ray Choudhry and Kalikindar Dutta. *Advanced History of India*. Delhi, 1971.

K.A. Nizami, *On History and Historians in Medieval India*. Munshiram Manoharlal, Delhi, 1983.

Irfan Habib (ed.), *Akbar and His India*. Oxford University Press, Delhi, 2000.

S.R. Sharma, *Religious Policy of the Mughul Emperors*, S.L. Agarwala, Agra, 1972.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER V**

#### **HIST 314 - THE ATLANTIC SLAVE TRADE (1440-1834)**

*The course examines the structure, organization and investment pattern in the largest commodity trade that was taking place in the Atlantic Ocean during the post Christopher Columbus era. Slave trade carried out from the Atlantic sea board of Africa stretched from Mauritania to Jamaica and beyond to Brazil and the United States. This trade has had a lasting demographic and cultural impact on several parts of the world and In India; unfortunately, such areas of historical investigation are not adequately studied. The linkages between the slave trade between the Indian Ocean and the Atlantic World established by the English, French and Dutch East India Companies will also be touched upon.*

#### **MODULE 1**

The Portuguese in Africa.

#### **MODULE 2**

The Eighteenth Century Trade—Africa—West Indies—Sugar Plantations in the West Indies.

#### **MODULE 3**

The Middle Passage—Slaving Ships and their Crew—Finance and Insurance.

#### **MODULE 4**

Legal Challenges to Slavery—the Somerset Case and Lord Mansfield.

#### **MODULE 5**

The Debate on Slavery as an economic institution.

#### **MODULE 6**

End of Slavery: William Wilberforce, the Methodists and the Abolition of Slavery in the British Empire 1834.

#### **Suggested Readings**

Blackburn, Robin. *The Making of New World Slavery*, London, Verso 1997.

Thomas, Hugh. *The Atlantic Slave Trade*. New York Picador, 1997.

Klein, Herbert. *The Atlantic Slave Trade*, Cambridge University Press, 2010.

Morgan, Kenneth. *Slavery and the British Empire*, Oxford University Press, 2007

Oldham, James. *English Common Law in the Age of Mansfield*, Cambridge University Press, 2009.

Eltis, David. *The Rise of African Slavery in the Americas*, Cambridge University Press, 2000.

Emmer P.C. *The Dutch in the Atlantic Economy, 158—1880: Trade, Slaver and Emancipation*, Aldershot, Ashgate 1998.

Miers, S & Kopytoff, *Slavery in Africa: Historical and Anthropological perspectives*, Winstonsin, 1977.

Alderman C.L. *Rum Slaves and Molasses: The story of new England Triangular Trade*, Folkstone, Bailey Bros & Swinfen Ltd, 1972.

Curtin Phillip D (Ed). *The Atlantic Slave Trade: A census*, Madison, University of Winstonsin Press, 1969.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER V**

#### **HIST 315 - HISTORY OF MODERN INDIA (1707-1857)**

*The course seeks to familiarize the students about the nature of the transformation that had taken place in the eighteenth century India. It aims at providing a comprehensive understanding of the colonial expansion and consolidation of the British colonial rule in India. It outlines the rise and fall of Maratha power under the Peshwas. Further, it focuses on the creation of ideas and institutions by colonial rulers to perpetuate its hegemony.*

#### **MODULE 1: Eighteenth Century India**

Later Mughuls - Rise of Regional States: Bengal, Hyderabad and Awadh- Expansion of Maratha power – Rise of Mysore.

#### **MODULE 2: Struggle for Supremacy**

European Settlements - Anglo-French Conflict-Carnatic Wars-Causes for British success - Conquest of Bengal.

#### **MODULE 3: Expansion and Consolidation of British Colonial Domination**

Anglo-Mysore Wars-Anglo-Maratha Wars-Consolidation of British Power.

#### **MODULE 4: Policies and Instruments of Expansion**

Policy of Ring Fence- Subsidiary Alliance System- Residency System- Doctrine of Lapse.

#### **MODULE 5: Colonial Apparatus of Administration**

Administrative Structure - Judicial System - Civil Service -Police and the Army.

#### **Suggested Readings**

Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Longman, 2004

Seema Alvi, *The Eighteenth Century in India*, OUP, 2008

Bayly, C.A., *Indian Society and the Making of the British Empire in The New Cambridge History of India*, CUP,1988.

Bayley, C.A., *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, CUP, 1983.

Chaudhuri, Sashibhusan, *Civil Disturbances during British Rule in India, 1765-1857*, Calcutta: World Press, 1955.

Jones, Kenneth. W, *Socio-Religious Reform Movements in British India*, CUP, 1989.

Cohn, Bernard, *Colonialism and its Forms of Knowledge: The British in India*,PUP,1996.

Metcalf, T. R., *Ideologies of the Raj in The New Cambridge History of India*, CUP,1997.

Sen, S.N.,*Eighteen Fifty-Seven*, Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India, 1957.

Stein, Burton, ed., *The Making of Agrarian Policy in British in India, 1770-1790 in Themes in Indian History*, Delhi: Oxford University Press, 1992.

Stokes, Eric, *The Peasant Armed: Indian Revolt of 1857*, Oxford: Clarendon Press. 1986.



## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER VI**

#### **HIST 321 - ARCHAEOLOGY: PRINCIPLES AND METHODS**

*The course is designed to introduce various exploration and excavation techniques practiced in India. The principles and methods followed in archaeological exploration, excavation, and documentation of archaeological material are emphasized.*

##### **MODULE 1: Introduction**

Kinds of Archaeology : Classical Archaeology – Prehistoric Archaeology – Historical Archaeology – Environmental Archaeology – Underwater Archaeology – Ethno archaeology – Linguistic Archaeology – Salvage Archaeology.

##### **MODULE 2:History of Archaeology**

Classical Archaeology – Antiquarianism - Three-Age theory – Scientific archaeology - Antiquity of Mankind – The Dawn of Prehistoric Archaeology.

##### **MODULE 3: Exploration and Excavation Methods**

Exploration Methods – Determination of archaeological data – Types of archaeological sites – On-site investigations – Site Survey methods – Excavation Methods – Excavation of a burial.

##### **MODULE 4: Archaeological Stratigraphy and Recording**

Concept of Stratigraphy in geology and in archaeology – Haris Matrix – Laws of Archaeological Stratigraphy – Archaeological Recording – Maps – Site Plan – Site note book.

##### **MODULE 5: Dating Methods in Archaeology**

Dating System – Absolute dating methods – Relative dating methods.

##### **Suggested Readings**

Barker, Philip 1977, *Techniques of Archaeological Excavation*, Universe Books, New York.  
Colin Renfrew 2000, *Archaeology: Theories Methods and Practices*, Thames and Hudson, London.  
Clive Gamble, 2001, *Archaeology: The Basics*, Routledge, London.  
Dancey, W.S., 1981, *Archaeological Field Methods: An Introduction*, Burgess, Minneapolis.  
Daniel, Glyn E., 1976, *A Hundred and Fifty Years of Archaeology*, Gerald Duckworth. London.  
Dillon, B.D. (ed.) 1989, *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles.  
Harris, Edward, C., 1989, *Principles of Archaeological Stratigraphy*, Academic Press, London.  
Rajan K., 2002, *Archaeology: Principles and Methods*, Manoo Pathippakam, Thanjavur.  
Raman, K.V., 1986, *Principles and Methods of Archaeology*, Parthajan Publications, Madras  
Trigger, G. Bruce, 1989, *A History of Archaeological Thought*, C.U.P. Cambridge.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER VI**

#### **HIST 322 - SOCIETY AND ECONOMY IN MUGHAL INDIA (A.D. 1500-1707)**

*This course examines the social and economic history of the Mughul Empire by analyzing the important institutions of revenue collection and governance. The relationship established between the Mughuls and other contemporary empires like the Safavids of Persia and the Ottomans of Turkey are also dealt with.*

#### **MODULE 1**

Transition to the Mughuls- Babur- Warfare and Military Organisation.

#### **MODULE 2**

Age of Akbar- Mansabdari System- Rajput Policy- Religious Policy- Army of Mughals- Administration of the Mughul Empire.

#### **MODULE 3**

Central Asian Policy of the Mughuls- Persia and Samarkhand- External Relations of the Mughals.

#### **MODULE 4**

Land and Economy in Mughul India- Agrarian System- Jagirdari and Zamindari- Internal trade and artisanal production- Foreign trade and advent of the European companies— Relationship with the Safavids of Persia and the Ottomans of Turkey.

#### **MODULE 5**

Society and Culture in Mughul India- Position of Women- Art, Architecture and Literature— The Sufi tradition.

#### **Suggested Readings**

Alam, Muzaffar & Sanjay Subramaniam., *The Mughul State*, New Delhi:OUP, 2001.

Habib, Irfan.,*The Agrarian System of Mughul India*, New Delhi: OUP.

Moosvi, Shireen.,*The Economy of Mughul India*, New Delhi: OUP, 1996.

Richards J.F., *The Mughul Empire*, Cambridge: Cambridge University Press, 1993.

Moreland.,*From Akbar to Aurangzeb*, New Delhi(Reprint), 1992.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER VI**

#### **HIST 323 - SOCIAL AND AGRARIAN MOVEMENTS IN COLONIAL INDIA**

*The course aims at promoting a comprehensive understanding of the nature and scope of the social and agrarian movements in colonial India. It outlines the reform and revivalist movements to fashion modern India. Focus is laid on the study of Anti-caste movements, peasant movements, tribal movements, Dalit movements, etc.*

#### **MODULE 1**

Economic impact of British colonial rule and the rural impoverishment.

#### **MODULE 2**

Reform and Revivalist Movements- Brahma Samaj- Arya Samaj - Prardhana Samaj- Satya Shodak Samaj- Aligarh Movement - Neo- Buddhism.

#### **MODULE 3**

Anti- Caste movements- S.N.D.P. Yogam, Dravidian Movement, Yadava Movement, Dalit Movement.

#### **MODULE 4**

Peasant Movements- Indigo Revolt, Deccan Riots, Moplah revolt of 1921, Tebhaga Movement, Telangana Armed struggle.

#### **MODULE 5**

Tribal Movements- Santhal Revolt, Birsa Munda Movement, Rampa Revolt of 1922.

#### **Suggested Readings**

Rao, M.S.A. *Social Movements and Transformation*, New Delhi: Manohar Publications.

Shah, Ghanshyam, *Social Movements in India*

Arnold, David, 1982. "Rebellious Hillmen: The Gudem Rampa Risings, 1839-1924", in Ranajit Guha, ed., *Subaltern Studies*, Vol. I, Delhi: OUP.

Desai, A.R. *Peasant Struggles in India*, Oxford University Press.

Dhanagare, D.M. *Peasant Movements in India*, Delhi: Oxford University Press.

Singh, K.S., *Tribal Movements in India*.

Fuchs, Stephen, 1965. *Rebellious Prophets*, Bombay: Asia Publishing House.

Gore, M.S., 1993. *The Social Context of Ideology: Ambedkar's Political and Social Thought*, Sage Publications.

Jones, Kenneth. W., 1989. *Socio-Religious Reform Movements in British India*, Cambridge University Press.

Gusfield, Joseph, R, 1970. *Protest, Reform and Revolt: A Reader in Social Movements*, New York: John Wiley and Sons.

Michael, S.M., 1999. *Dalits in Modern India*, New Delhi: Vistaar Publications.

Srinivas, M.N., 1966. *Social Change in Modern India*, Berkely: University of California.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER VI**

#### **HIST 324 – HISTORY OF MODERN INDIA (1858-1947)**

*The course deals with the rise of Indian National Congress and the National Movement. It also discusses the political reforms, which were part of the strategy by the British and led to the establishment of provincial governments in the later phase of Indian National Movement. Finally, the built up pressure was so strong that the British yielded to it and gave freedom. The course also deals with the Interim government's attempts to merge the princely states into Indian Union. These issues will be imparted to the students in order make them understand the freedom struggle and the formation of Indian state by 1947.*

#### **MODULE 1**

Emergence of Indian National Congress – Political Change and Growth of Indian Nationalism – Politics of Associations – Discontent and Agitation.

#### **MODULE 2**

The Three Phases of Indian National Movement – Moderate, Extremist and Gandhian.

#### **MODULE 3**

Political Reforms - Indian National Congress and Provincial Governments.

#### **MODULE 4**

Freedom and Partition.

#### **MODULE 5**

Integration of Princely States.

#### **Suggested Readings**

- Bandyopadhyay, Sekar, 2004, *From Plassey to Partition: A History of Modern India*, Delhi.
- Brown, Judith M., 1972. *Gandhi's Rise to Power: Indian Politics 1915-22*, Cambridge.
- Chandra, Bipan, Amal Tripathi & Barun De, 1972. *Freedom Struggle*. Delhi: NBT.
- Chandra, Bipan, 1988. *India's Struggle for Independence*, Delhi: Penguin.
- Chandra, Bipan, 2000. *India after Independence 1947-2000*, Delhi: Penguin.
- Copland, Ian, 1997. *The Princes of India in the Endgame of Empire: 1917-1947*, Cambridge studies in Society and History Series, Cambridge, Cambridge UP.
- Desai, A. R., 1949. *Social Background of Indian Nationalism*. Bombay: OUP.
- Gallagher, John, *Gordon Johnson and Anil Seal*, eds., 1973. *Locality, Province and Nation*, Cambridge.
- Heehs, Peter, 1988. *India's Freedom Struggle, 1857 – 1947, A Short History*, Delhi.
- Jeffrey, Robin, ed., 1978. *People, Princes and Paramount Power: Society and Politics in the Indian Princely States*, Delhi.
- Low, D.A., ed., 1977. *Congress and the Raj: Facets of the Indian Struggle, 1917-47*, London.
- Pannikar, K. N. ed., 1980. *National and Left Movements in India*. Delhi: Vikas.
- Sarkar, Sumit, 1983. *Modern India, 1885-1947*, Delhi: Macmillan.
- Sarkar, Sumit, 1973. *The Swadeshi Movement in Bengal, 1903-1908*, New Delhi:
- Washbrook, David, 1976. *The Emergence of Provincial Politics: The Madras Presidency, 1870-1920*.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER VI**

#### **HIST 325–RISE OF MODERN CHINA, 1839-1976**

*The course is expressly designed to inculcate the student to be acquainted with Chinese history from the opium war till the Cultural Revolution. The main thrust is to deal with China's relation with the Western world during the period of capitalism and colonialism. How China after repeated attempt to modernise on western line fail to bail themselves out the clutches colonialism. Then students will also be introduced as to how China's economic and military resurgence took place after the World War II.*

#### **MODULE 1: China's National Humiliation During the 19<sup>th</sup> Century**

Opium wars and its consequences - Open door policy and Scramble for concession 1899- Reform movements in china, Taiping, Self - strengthening Movement and 1898 reform movement.

#### **MODULE 2: Re-emergence of Nationalism in China**

Boxer Movements and its Consequences – Revolution of 1911 – Sun Yat Sen and his three Principles - May Fourth Movement-its Nature and Significance.

#### **MODULE 3: Nationalism and Communism in China**

Political Crisis in the 1920's – KMT and the first United Front, Second United Front – Communist Movement, 1928-1949.

#### **MODULE 4: Cross-Strait Relation and the Cultural Revolution**

Political Rivalry and tension in South China Sea – The Red Guards – The Transition of Power; Gang of Four - Role of Zhou Enlai and Deng Xiaoping – Mao Zedong and Tiananmen Square – Various views on Cultural Revolution.

#### **Suggested Readings**

Barnouin, Barbara and Yu Changgen, *Zhou Enlai: A Political Life*. Hong Kong: Chinese University of Hong Kong, 2006

Chan, A; *Children of Mao: Personality Development and Political Activism in the Red Guard Generation*; University of Washington Press (1985)

Bianco, Lucien, *Origins of the Chinese Revolution, 1915-1949* (London, OUP, 1971)

Chesneaux, Jean, et al., *China from Opium War to 1911 Revolution* (Sussex, Harvester Press, 1976)

Chesneaux, Jean, et al., *China from the 1911 Revolution to Liberation* (Delhi, Khosla Publishing, 1986).

Chesneaux, Jean, et al., *Peasants Revolts in China, 1840-1949* (London, Thames &Hudson, 1973)

Chesneaux, Jean, *China- The People's Republic*, (Harvester Press, 1979).

Fitzgerald, C.P. - *The Birth of Communist China*, Pelican books, 1971.

Hsu, Immanuel, C.Y. *The Rise of Modern China*.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER VII**

#### **HIST 411 - HISTORIOGRAPHY SINCE RANKE**

*This course is intended to familiarize the students with approaches to historical studies in the nineteenth and twentieth centuries. It highlights the major trends in the development of historical writing in the West with a focus on prominent historians. It examines the emergence of history as a professional discipline in the nineteenth century, the development of economic history in Europe, the attempt at total history by the Annales historians in France, recent trends in new social history and some of the postmodern challenges to history as an intellectual discipline.*

#### **MODULE 1: Emergence of History as a professional discipline**

Leopold von Ranke and scientific objectivity - Auguste Comte and positivism - Karl Marx and the materialist conception of History.

#### **MODULE 2: Economic History**

Henri Pirenne - J.H. Clapham and R.H. Tawney – Cliometrics or Quantitative History.

#### **MODULE 3: The Annales Paradigm**

Lucien Febvre - Marc Bloch - Fernand Braudel and Leroy Ladurie.

#### **MODULE 4: New Social History**

E. P. Thompson and History from Below – Carlo Ginzburg and Micro History- Women's History.

#### **MODULE 5: The Challenge of Postmodernism**

Foucault and Derrida- Postcolonial and Subaltern History.

#### **Suggested Readings**

Aymard, Maurice and Harbans Mukhia. Ed. *French Studies in History*, 2 Volumes. Delhi: Orient Longman, 1988.

Carr E.H., *What is History?* 2<sup>nd</sup> ed. London: Penguin, 1987.

Marnie, Hughs, *Warrington Fifty Key Thinkers in History*, London: Routledge, 2009.

Gardiner J. (ed.), *What is History Today?* London, Humanities Press International, 1988.

Guha, Ranajit, ed., *A Subaltern Studies Reader, 1986-1995*, Delhi: Oxford UP, 1997.

Iggers Georg, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, 2<sup>nd</sup> ed. Wesleyan, 2005.

Jenkins, Keith, *The Postmodern History Reader*, London, Routledge, 1997.

MacRaill Donald and Avram Taylor, *Social Theory and Social History*. Houndmills: Palgrave, 2004.

Marwick Arthur, *The New Nature of History: Knowledge, Evidence, Language*. Houndmills: Palgrave, 2001.

Sreedharan E. *A Textbook of Historiography: 500 BC to AD 2000*. Hyderabad: Orient Blackswan, 2004.

Stern, Fritz Richard, *Varieties of History, From Voltaire to the Present*, New York: Vintage, 1973.

# **M.A. HISTORY (*Five year Integrated Programme*)**

## **SEMESTER VII**

### **HIST 602 ANCIENT SOCIETIES**

#### **MODULE 1**

Age of the Earth - the Evolution of Man in Africa, Europe and Asia - Origin and growth of Primitive cultures.

#### **MODULE 2**

The Hunter-gatherer, pastoral – Food-gathering to food production stage - agro-pastoral-early farming societies.

#### **MODULE 3**

Bronze Age Civilization; Economy; Society; Religion; State structure- Egypt (old kingdom); Mesopotamia (up to the Acadian Empire); China (Shang); Eastern Mediterranean (Minoan and Mycenaean).

#### **MODULE 4**

Vedic societies – clan based society – Mahajanapadas – chiefdoms.

#### **MODULE 5**

Slave societies in Ancient Greece and Rome; Agrarian economy; Athenian Democracy; Roman Empire; and the Roman and Greek cultures.

#### **Suggested Readings**

Jones Arnold H.M., *The Decline of the Ancient World*.

Austin M.M & Vidal-Naguet. P, *Economic and Social History of Ancient Greece*

Bengston, H., *Introduction to Ancient History*.

Braidwood, R.J., *The Near East and the Foundation of Civilization*.

Chang, K.C., *The Archaeology of Ancient China*.

Childe, V.Gordon, *Man Makes Himself*.

Childe, V.Gordon, *Social Evolution*.

Childe, V.Gordon., *What Happened in History*.

Clark, Grahame & Piggot Stuart, *Pre-Historic Societies*.

Hawkes, J., *The First Great Civilization: Life in Mesopotamia, the Indus and Egypt*.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER VII**

#### **HIST 413 - SOCIETY AND ECONOMY OF COLONIAL INDIA**

*The course aims at providing comprehensive understanding of the transformations in the economy of colonial India. It covers the introduction of land and agrarian policies under the British rule. It also delineates the transformation that was effected in the urban space of British India. It focuses on the endeavours to reconstruct India and also on the emergence of modern industry and the rise of new social classes in colonial India.*

#### **MODULE 1**

The Agrarian Structure and Rural Society in 18<sup>th</sup> century India.

#### **MODULE 2**

Land and Agrarian Relations: British Land Revenue Systems- Agrarian transformation- Rise of New Land Lordism- Commercialization of Agriculture and Rural Indebtedness.

#### **MODULE 3**

Transformation of the Urban Space: De-Industrialization- De-Urbanization- Rise of New Urban Towns.

#### **MODULE 4**

Growth of Modern Industry: Cotton Textile Industry - Jute Industry - Iron and Steel Industry.

#### **MODULE 5**

British Policies and Social Transformation: Growth of Western Education- Indian Renaissance and Making of Modern India- Rise of New Social Classes- Middle Classes, Capitalist Class and Working Class.

#### **Suggested Readings**

- Bayly, C.A., 1983. *Rulers, Townsmen and Bazaars*, Cambridge University Press.
- Beteille, Andre, 1969. *Caste, Class and Power*, Bombay: Oxford University Press.
- Bhattacharya, Neeladri, 1986. "Colonial State and Agrarian Society" in *Situating Indian History for S. Gopal, S. Bhattacharya and R. Thapar (ed.)*, Delhi: Oxford University Press.
- Frykenberg, R.E., ed., 1979. *Land Control and Social Structure in Indian History*, Delhi: Manohar Publishers.
- Gupta, Sulekh Chandra, 1983. *Agrarian Relations and Early British Rule in India*, Bombay: 1983.
- Jain, M.P., 1952. *Outline of Indian Legal History*, Delhi.
- Jones, Kenneth. W., 1989. *Socio-Religious Reform Movements in British India*, Cambridge University Press.
- Kumar, Dharma, ed., 1984. *The Cambridge Economic History of India*, Vol. II: C.1757-1970, New Delhi.
- Sarkar, Sumit. *Modern India*, Delhi: Orient Longman.
- Stokes, Eric, 1978. *The Peasant and the Raj*, Cambridge University Press.



## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER VII**

#### **HIST 414 – THE REVOLT OF 1857**

*The revolt of 1857 has generated so much literature that it is difficult to arrive on any one conclusion. Even the nature of revolt became debatable. Therefore, understanding the revolt and its importance in Indian History are the haunting questions, which the present course attempt to impart to the students. The revolt also generated multiple meanings among the peoples of different nations which will be dealt along with the historiography of the revolt.*

#### **MODULE 1**

1857 Revolt – Ideology – Programme – Leadership at various levels.

#### **MODULE 2**

People's participation – British Repression – Response.

#### **MODULE 3**

Revolt and Civil Rebellions in Jharkhand - Singbhum – Chota Nagpur.

#### **MODULE 4**

Multiple Meanings of 1857 – British Opinion – Contemporary French Press – Echoes in Italy.

#### **MODULE 5**

Situating 1857 – Historians and Historiography.

#### **Suggested Readings**

Bhadra, Gautam, 'Four Rebels of 1857,' *Subaltern Studies*, IV, Oxford University Press, New Delhi, 1985, pp. 229-75.

Bhattacharya, Sabyasachi (ed.), *Rethinking 1857*, New Delhi, 2007.

Chakravarty, Gautam, *Indian Mutiny and the British Imagination*, Cambridge University Press, Cambridge, 2004.

Chaudhuri, S.B., *Theories of the Indian Mutiny 1857-1859*, World Press, Calcutta, 1965.

Dalrymple, William, *The Last Mughul: The Fall of a Dynasty, Delhi, 1857*, Penguin Books, New Delhi, 2006.

David, Saul, *The Indian Mutiny*, Penguin Books, New Delhi, 2003.

Embree, Ainslie T. (ed.), *India in 1857: The Revolt against Foreign Rule*, Chanakya, Delhi, 1987.

*1857: Essays From Economic and Political Weekly*, Orient Longman in association with Sameeksha Trust, Hyderabad, 2008.

Joshi, P.C. (ed.), *Rebellion 1857*, National Book Trust, New Delhi, 2007.

Mikherjee, Rudrangshu, *Awadh in Revolt, 1857 – 1858: A Study of Popular Resistance*, New Delhi: Permanent Black, 2002 (rpt).

Pramod K. Nayar, *The Great Uprising: India, 1857*, Penguin Books, New Delhi, 2007.

Savarkar, V.D., *The Indian War of Independence, 1857*, New Delhi, 1970.

Sen, Surendranath, *1857*, Publications Division, Govt. of India, New Delhi, rep. 1995.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER VIII**

#### **HIST 421 - INDIAN ARCHITECTURE**

*The course surveys the evolution of architecture in India and their transformation through the years. The various architectural features embedded in the ancient monuments particularly in the temple would be thrown open to the students to understand the heritage monuments of this country in right perspectives.*

#### **MODULE 1**

Introduction to Architecture - Architecture of Indus valley - Buddhist Architecture: Rock-cut caves – Stupas.

#### **MODULE 2**

Early Brick Temples - Styles of Temple Architecture: Nagara, Vesara, Dravida - Gupta Architecture - Orissan architecture: Bubhaneswar, Puri and Konarak - Chandela dynasty: Khajuraho.

#### **MODULE 3**

Early Chalukyan Architecture: Badami, Aihole and Pattadakal- Pallava Architecture: Mahabali- puram -Rock cut-caves- Monoliths - structural temples.

#### **MODULE 4**

Chola Architecture: Brihadiswara (Thanjavur Big temple) and Gangaikondacholapuram- Rastrakuta Architecture: Ellora.

#### **MODULE 5**

Hoysala Architecture: Halebid and Somnathpur- Kakatiya Architecture: Warangal - Vijayanagara architecture - Hampi – Gopuras.

#### **Suggested Readings**

Barret Douglas, 1974 *Early Chola Architecture and Sculpture*, Faber and Faber, London.

Krishna Deva, 1969 *Temples of North India*, National Book Trust, India, New Delhi.

Michael W. Meister and Dhaky, M.A., 1983 *Encyclopaedia of Indian Temple Architecture : South India Lower Dravida Desa*, American Institute of Indian Studies, Oxford University Press, Delhi.

Michael W. Meister and Dhaky, M.A., 1986 *Encyclopaedia of Indian Temple Architecture: South India Upper Dravida Desa*, American Institute of Indian Studies, Oxford University Press, Delhi

Michell George, 1975 *Early Western Calukyan Temples*, 2vols. London.

Percy Brown, 1976 *Indian Architecture (Buddhist and Hindu Period)*, D.B.Taraporevala Sons Bombay.

Saraswathi, S.K., 1957 *A Survey of Indian Sculpture*, Munishiram Manoharlal, New Delhi.

Sivaramamurti, C., 1960 *The Chola Temples, Thanjavur, Gangaikondacholapuram and Darasuram*, Archaeological Survey of India, New Delhi.

Sivaramamurthi, C., 1968 *South Indian Paintings*, National Museum, New Delhi.

Srinivasan, K.R., 1972. *Temples of South India*. National Book Trust, India, New Delhi.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER VIII**

#### **HIST 422 – GLOBAL HISTORY: THEMES AND PERSPECTIVES**

*This course aims at developing greater understanding of the evolution of global processes and contacts in different human societies. It provides a critical overview of one of the most dynamic areas of modern historical inquiry—global history. It discusses the theories and methods used in the practice of global history/world history.*

#### **MODULE 1**

Historiography of Global History-Theories of World History-Total History-World Systems Approach.

#### **MODULE 2**

Conquests, Empires, Civilizations-Persian Empire-Mongol Empire-Iberian Peninsula and its Empires.

#### **MODULE 3**

Cross Cultural Religious and economic exchanges-Trade and the transmission of Buddhism from India to China-Overland Trade and Cultural interactions in Eurasia: The case of the Porcelain Trade-Growth of Islam and trade networks in Asia and the Mediterranean.

#### **MODULE 4**

Oceans and History-The Ming Dynasty and Zheng-He-Trading Diasporas.

#### **MODULE 5**

The Great Divergence Debate.

#### **Suggested Readings**

Bose, Sugata, *A Hundred Horizons*, Harvard University Press, 2008

Cowen, Noel, *Global History*, Polity Press, 2010

Woolf, Daniel, *A Global History of History*, Cambridge University Press 2012.

Wallerstein, I, *The Modern World System*, 3 vols.

Bentley, Jerry. *Old World Encounters*, New York Oxford University Press 2008.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER VIII**

#### **HIST 423 - INDIA'S STRUGGLE FOR INDEPENDENCE (PRE – GANDHIAN ERA)**

*The struggle for India's independence from British colonial rule is an important aspect of the history of modern India, given the continuing debates about nations and nationalism. The present course focuses on freedom movement in India in the pre-Gandhian era. It familiarizes the students with conceptual debates about the origin and growth of a national consciousness in India, the role of the early nationalists and the swadeshi, home rule and revolutionary movements in India.*

#### **MODULE 1: Beginnings of Organized Nationalism**

The conception of India: Modern or pre – modern? Approaches to Indian Nationalism: Nationalist, Marxist, Elitist and Subaltern – Early resistance to colonial rule - Rise of National Consciousness – Cultural Awakening - Growth of a Middle Class – The nature of the 1857 Revolt.

#### **MODULE 2: Early Nationalists**

The growth of professions and the emergence of new leadership – Newspapers and Journals - Political associations before 1885- Formation of the Indian National Congress – Debates regarding its origin - The programme and methods of the Moderates - Economic critique of colonialism – Rise of militant nationalism – The programme and methods of the Extremists – Conflict and split.

#### **MODULE 3: The Swadeshi Movement**

The partition of Bengal – Boycott, swadeshi and national education – The samitis and political trends – Participation of different sections of the people – Regional Variations - The communal tangle and the birth of the Muslim League – Minto – Morley Reforms.

#### **MODULE 4: Revolutionary Movement**

Factors leading to revolutionary trends - Swadeshi agitation and underground revolutionary organizations - Muzaffarpur conspiracy - Alipore bomb case - Ashe murder - Attempt on Viceroy Lord Hardinge - Suppression of revolutionary nationalism - The Ghadar Movement and the failed Insurrection of 1915.

#### **MODULE 5: Home Rule Movement**

Tilak, Annie Besant and the Home Rule leagues – Montague Chelmsford Reforms - The Rowlatt Act- Jallianwala bagh tragedy – The road to non- cooperation.

#### **Suggested Readings**

Bandyopadhyay, Sekar, *From Plassey to Partition: A History of Modern India*, Orient Longman, 2004.

Bandyopadhyay, Sekar, ed. *Nationalist Movement in India*, A Reader, Delhi: Oxford UP, 2009.

Chandra, Bipan, *History of Modern India*, Orient Blackswan, 2009.

Chandra, Bipan, *India's Struggle for Independence*, Delhi: Penguin, 1988.

Guha, Ranajit, ed., *A Subaltern Studies Reader, 1986-1995*, Delhi, Oxford UP, 1997.

Pradhan, R. G., *From Raj to Swaraj*, Delhi: Macmillan, 2008.

Sarkar, Sumit, *The Swadeshi Movement in Bengal, 1903-1908*, Hyderabad: Orient Black Swan, 2010.

Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Macmillan, 1983.

Tara Chand, *History of the Freedom Movement*, Volumes 2 & 3 (New Delhi: Government of India, Ministry of Information and Broadcasting, Publications Division, 1961-72).

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER VIII**

#### **HIST 424 – ENVIRONMENTAL HISTORY OF INDIA**

*Environment is the source of life on earth and no citizen can afford to be ignorant of environmental issues, therefore, environmental study has become necessary for the students. The course impart multidisciplinary nature of environmental studies and informed the students about the natural resources, use of resources, deforestation and its impact on the environment, sustainable development and its aspects. It also deals with the efforts of Government of India in bringing the legislation to protect the environment and the urban environment.*

#### **MODULE 1: Environment**

Environmental Factors –Ecology – Multidisciplinary Nature of Environmental Studies - Importance of Environmental Studies – Natural Resources- Forest Resources – Water Resources – Land Resources- Mineral Resources.

#### **MODULE 2: Use of Resources and Environment**

Gathering Stage, Pastoralism, Settled Cultivation, Industrial Revolution – Deforestation and Environment – Neolithic Stage, River-Valley Civilizations, Empires and Environment, Onslaught on Forests, Forest Policy up to 1947.

#### **MODULE 3: Social Issues and Environment**

Concept of sustainable development, Issues Debated for sustainable development (Rio Conference), Basic Aspects of Sustainability, Efforts for sustainability.

#### **MODULE 4: Environmental Legislations**

Environmental Ethics in India, Environmental Legislation in India (Air, Water, Noise Pollution, Wildlife, Forest Protection Laws and Hazardous Wastes (Management and Handling) Laws – Enforcement of Environmental Legislations.

#### **MODULE 5: Urban Environment**

Urban Ecology, Critical Issues – Indian Urban Environment – Environment and Human Health.

#### **Suggested Readings**

Guha Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.

Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.

Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.

Manivasakam, N., *Environmental Pollution*, N.B.T., New Delhi, 1992.

Odum, Eugene P., *Fundamentals of Ecology*, London, 1971.

Rashid, S.M., M. Ishtiaq, Haseena Hashia and Atiqur Rahman (eds), *Environment, Resources and Sustainable Development: Essays in Honour of Professor Majid Hussain*, Rawat Publications, New Delhi, 2008.

Saxena, H.M., *Environmental Studies*, Rawat Publication, Jaipur & New Delhi, 2006.

Smith, G.H. (ed.), *Conservation of Natural Resources*, New York, 1965.

Turk, J. *Introduction to Environmental Studies*, Chicago, 1985.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER IX**

#### **HIST 511 – ANCIENT INDIA (From earliest times up to 5<sup>th</sup> Century A.D.)**

*The course seeks to impart to the students a comprehensive knowledge and understanding of historical change in early Indian society and economy. It deals with the structure of early Indian society and the nature of economic transformation. It will trace the emergence of political institutions and ideas in Early India. Focus is also placed on analysis and explanation of ancient India's cultural achievements.*

#### **MODULE 1**

Scope of the Study – Sources – Periodization – Historiographical trends in early Indian History – Schools of thought.

#### **MODULE 2**

The Beginnings – Prehistoric Societies: Palaeolithic – Neolithic – Iron age – Early historic periods – Characteristic traits – Indus valley Civilization – society & economy – Vedic Society and Economy – Early & Later Vedic Periods – Position of women - Political Ideas and Institutions in early India.

#### **MODULE 3**

6<sup>th</sup> Century B.C – Religious Movements – Jainism & Buddhism – basic Philosophy - Janapadas – Nature of Society & Economy – Emergence of Empires – The Mauryan Empire – Socio – economic conditions – The Dhamma of Ashoka – Post Mauryan times – Indo-Greeks – Sakas - Kushanas – Nature of the Society – Trade and Economy.

#### **MODULE 4**

The Gupta Era – Society – Economy and Religion – Land grants – expansion of Agriculture – Feudal elements – Education – Institutions – Literature – The myth of the Golden age.

#### **MODULE 5**

The conditions in South India – Megalithic Societies - Satavahanas – The Sangam Age – Society and Economy – Trade – Decline of the trade – Spread of village economy – Feudalism – Theories – Debates.

#### **Suggested Readings**

Allchin, B & Allchin F.R. 1984. *The Rise of Civilization in India and Pakistan*.

Banerjee, R.D. *The Age of the Imperial Guptas*.

Basham, A.L. *The Wonder that was India* Oxford: New Delhi.

Jha, D.N. *Ancient India in Historical Outline*.

Mazumdar, R.C. 1982. *Ancient India*.

\_\_\_\_\_, (Ed), 1946. *The Gupta – Vakataka Age*.

Nilakanta Sastry, K.A. 1966. *A History of South India*.

Sharma, R.S. 2005. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi.

Sharma, R.S. 2007. *India's Ancient Past*. New Delhi: Oxford.

Thapar, Romila. 2002. *The Penguin History of Early India (From the Origins to 1000 A.D)*. Delhi.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER IX**

#### **HIST 512 – VIJAYANAGARA: CITY AND EMPIRE**

*This course examines the last imperial political formation in Peninsular India and locates the history of the empire within the context of cultural, religious and ideological changes which were taking place during the late medieval period stretching from the middle of the fourteenth century till the Battle of Talikota in 1565. The course analyses the social, economic and political changes which swept across India in the late medieval period. The urban experience of Vijayanagara is also studied in this course.*

#### **MODULE 1**

The emergence of the Vijayanagara State-Origin myths and Political processes from the fourteenth century onwards-The Impact of the Khalji invasion on peninsular polities.

#### **MODULE 2**

The Sangama Dynasty and the expansion of the empire-Kumara Kampana and the Tamil Region.

#### **MODULE 3**

Social and Economic history of the Vijayanagara period-Amaranayankara System-Urbanization and the monetary system-International Trade -Temples as economic institutions during the Vijayanagara period.

#### **MODULE 4**

Reign of Krishnadevaraya-Relationship with the Deccan Sultanates-Wars with the Adil Shahis and the Gajapathis-Relationship with the Portuguese.

#### **MODULE 5**

Decline of the Vijayanagara-Battle of Talikota, 1565.

#### **Suggested Readings**

Stein, Burton. *Vijayanagara*, Cambridge University Press, 1989.

Verghese, Anila. *Hampi* Oxford University Press 2006.

----- *Art and Archaeology of Vijayanagara*, New Delhi: Oxford University Press, 2007.

Pollock, Sheldon. *Language of the Gods in the World of Men*, Berkeley, University of California Press, 2006.

Rubies, Jean-Pau *Travel and Ethnology in the Renaissance:South India Through European Eyes*, Cambridge University Press, 2000.

Karashima, Noboru. *Towards a New Formation*. New Delhi: Oxford University Press, 1996.

----- *Concordance of Nayakas*, New Delhi Oxford University Press, 2005.

Raghotham, Venkata. "Empire and Historiography in Late Medieval South India: A Study of the Early Vijayanagara State" in *State and Society in Pre modern South India* ed. R Champakalakshmi et al. 2006.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER IX**

#### **HIST 513 – GANDHIAN ERA OF INDIAN NATIONAL MOVEMENT (1920-1947)**

*The Gandhian Era of Indian National Movement was characterised with the prolonged struggle on moral, political and ideological levels. There were active movements launched during this phase of struggle but at the same time they were strategically followed by passive movements. The period also witnessed constitutional developments which was utilised effectively to overthrow the existed political structure. The National Movement was also an example of creating diverse political and ideological currents like revolutionary and left movements that co-existed and worked for the common cause. The students will be benefitted from the deeper understanding of this phase of National Movement as it provide clues for the questions of how the diversity and tensions did not actually weaken the movement, instead became the major source of strength.*

#### **MODULE 1**

Ghandian Movements – Nature, Programme, Social Composition, Limitations and Challenges.

#### **MODULE 2**

Revolutionary and Left Movements.

#### **MODULE 3**

People's Movements in Princely States.

#### **MODULE 4**

Communalism and Partition of India.

#### **MODULE 5**

Indian National Congress and Provincial Governments.

#### **Suggested Readings**

Bose, A.C., *Indian Revolutionaries Abroad, 1905-22*, Patna, 1971.

Chandra, Bipan, *History of Modern India*, Orient BlackSwan, New Delhi, 2010.

Chandra, Bipan et.al, *India's Struggle For Independence*, Penguin Books, New Delhi, 1989.

Chandra, Bipan, *Indian National Movement: Long-term Dynamics*, New Delhi, 1988.

Chandra, Bipan, *Nationalism and Colonialism in Modern India*, New Delhi, 1987.

Harish K. Puri, *Ghadar Movement*, Amritsar, 1983.

Low, D.A. (ed.), *Congress and the Raj: Facets of Indian Struggle 1917-47*, London, 1977.

Ramaswamy, Vanaja, *The Story of Integration: A New Interpretation in the Context of the Democratic Movements in the Princely States of Mysore, Travancore and Cochin, 1900-1947*, Delhi, 1981.

Sajal Nag, Tejimala Gurung & Abhijit Choudhury (eds.), *Making of The Indian Union: Merger of Princely States and Excluded Areas*, Akansha Publishing House, New Delhi, 2007

Sarkar, Sumit, *Modern India: 1885-1947*, Delhi, 1983.

Satyabrata Rai Chowdhury, *Leftist Movements in India: 1917-1947*, Calcutta, 1977.



## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER IX**

#### **HIST 514–INDIAN DIASPORA IN THE WEST INDIAN OCEAN REGION**

*The course attempts to provide a comprehensive understanding of the history of Indian Diaspora in the Indian Ocean Region. It will document the various dimensions of migration of Indians to this region. It will also outline how migration to this region precisely the Francophone region is different from other Anglophone countries/region. The impact of assimilation on the part of the host countries towards the Indian Diasporas will be the main emphasis.*

#### **MODULE 1: Theoretical Concept**

Genesis of Indian Diaspora - Various issues, Debates and Binaries in Diaspora.

#### **MODULE 2: Migration During the Colonial Period**

Slavery and Slave Trade in West India Ocean - Indentured servitude and the academic debates.

#### **MODULE 3: Indian Diaspora in Mauritius**

Indian Indentured Labourers - Role of Indian Masses in the Political Movement - Various Political Parties during the Freedom Struggle - Indian Identity and the Mauritius Multiculturalism.

#### **MODULE 4: Indian Diaspora in Madagascar**

Genesis of Indian Presence - Indian Association in Madagascar - Economic Contribution of Indians in Madagascar - Status of Indian Identity in Post- Independence Madagascar.

#### **MODULE 5: Indian Diaspora in La Reunion**

Indian Diaspora during the indentured period – Determinants of Identity Transformation – Role of Indian Associations in Identity revival - Various Indian Festivals in La Reunion.

#### **Suggested Readings**

Carter, Marina, *Servants, Sirdars, and settlers: Indians in Mauritius, 1834-1874*, OUP, 1995.

U. Bissoondoyal, S. B. C. Servansing (eds) *Indian labour immigration: papers presented at the International Conference on Indian Labour Immigration, (23-27 October, 1984) held at the Mahatma Gandhi Institute.*

David Northrup, *Indentured labor in the age of imperialism, 1834-1922.*

Bates Crispin (ed), *Community, Empire and Migration: South Asians in Diaspora*, London, Macmillan.

Kondapi, C, *Indian Overseas (1838-1949)*, Bombay, Oxford University Press, 1981.

Tinker Hugh, *A New System of Slavery: The Export of Indian Labour Overseas (1830-1950)*, Oxford University Press, Oxford, 1974.

-----, *The Banyan Tree; Overseas Emigrants from India, Pakistan and Bangladesh*, Oxford University Press, Oxford, 1977

Reddy Luthmoodoo, *Indian s in Mauritius*, ODI Publication, 2009.

**M.A. HISTORY (Five year Integrated Programme)**  
**SEMESTER X**  
**HIST 521- INDIAN EPIGRAPHY**

*One of the important source materials available in India to reconstruct our past is the corpus of inscriptions. These inscriptions are available in different scripts and languages on different materials like stone, copper plates, pillars and rock-shelters. The course is designed to train the students in the field of epigraphy so that they can handle the material themselves in their future research programmes.*

**MODULE 1**

Value of Inscriptions for historical reconstruction - Origin and antiquity of the art of writing in India - Indus Script.

**MODULE 2**

Graffiti marks - Brahmi script - Kharoshti script - Asokan Edicts.

**MODULE 3**

Tamil-Brahmi script - Mangulam, Jambai, Pugalur inscriptions- Evolution of Tamil-Brahmi script - Vatteluttu Script - Tamil Script - Grantha script.

**MODULE 4**

Dating methods - Eras: Vikrama, Saka, Kollam, Kali, - Hijri Numeral values.

**MODULE 5**

Structure of inscription - Types of Inscriptions - Hero stones - Land grants.

**Suggested Readings**

Buhler, G., 1959 *Indian Palaeography*, Calcutta.

Gai, G.S., 1986, *Introduction to Indian Epigraphy*, CIIL, Mysore.

Mahadevan, I., 2003 *Early Tamil Epigraphy : from the earliest times to the sixth century AD*, Cre - A Chennai, India and The Department of Sanskrit and Indian Studies, Harvard University:Harvard

Mahalingam, T.V., *Early South Indian Palaeography*, University of Madras, Madras.

Mangalam, S.J., 1990 *Kharoshthi Script*, Eastern Book Linkers, Delhi.

Ramesh, K.V., 1984, *Indian Epigraphy*, Vol. 1, Sundeep Prakashan, Delhi.

Sircar, D.C., 1965, *Indian Epigraphy*, Motilal Banarsidass, Delhi

Sivaramamurthy, C., 1952, *Indian Epigraphy and South Indian Scripts*, Bulletin of the Madras Government Museum Vol.III No.4, Madras.

Subramanian, T.N., 1952, *South Indian Epigraphy and Tamil Palaeography*, *South Indian Temple Inscriptions*, Vol. III pt 2, Oriental Library, Madras.

Solomon, Richard, 1988 *Indian Epigraphy: A Guide to the study of inscriptions in Sanskrit, Prakrit and other Indo-Aryan Languages*, Munishiram Manoharlal, New Delhi.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER X**

#### **HIST 522 - WOMEN IN MODERN INDIA**

*This course is designed to create awareness among the students about women's agency in historical change. It looks at the woman question which loomed large in India in the nineteenth century; examines the role of women in India's struggle for freedom; reviews women's legal status in pre and post independent India; discusses women's participation in politics; focuses on women's contribution to social and environmental movements and analyses women centered issues in contemporary India. The theoretical approach of the course emphasizes that the position and power of the participants gives rise to varied historical experiences. As women in India do not constitute a monolithic category, the course will be examining how women's life experiences intersected and continue to intersect with caste, class and religion and how colonialism, resistance, urbanization, social change and nationalism were experienced differently by women in Modern India.*

#### **MODULE 1: Women in Colonial India**

The "Women Question" in colonial India - Reform Movements and Women - Growth of female education - Women's organizations - The Movement for Women's Suffrage.

#### **MODULE 2: Women in the National Movement**

Women's role in Swadeshi, Non – Cooperation, Civil Disobedience and Quit India Movements – Women in the Revolutionary Movement - The Indian National Army and the Jhansi Rani Regiment - Women and the Partition.

#### **MODULE 3: Women and the Law**

Social Legislation in Colonial India: Abolition of Sati, Widow Remarriage, Age of Consent and Child Marriage Restraint – Women's legal rights in Post-Independence India: The Hindu Code Bills – The Shah Bano controversy and the rights of Muslim women.

#### **MODULE 4: Women's Political Participation**

Panchayats and municipal councils- State legislatures, and Parliament - Role in movements for economic and social justice.

#### **MODULE 5: Women's Issues in Contemporary India**

Deficit of Women - Feminization of Poverty - Violence against Women.

#### **Suggested Readings**

Agnes, Flavia. *Law and Gender Inequality: The Politics of Women's Rights in India*. Delhi: Oxford UP, 2000.

Forbes, Geraldine. *Women in Modern India*, Cambridge UP, Cambridge, 1996.

Khullar, Mala, ed., *Writing the Women's Movement: A Reader*. Delhi: Zubaan Books, 2005.

Kumar Radha, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Delhi, Zubaan Books, 1993.

Mohanty, M. *Class, Caste, Gender*. New Delhi: Sage, 2004.

Nair, Janaki. *Women and Law in Colonial India: A Social History*. Kali for Women, Delhi, 1996.

Ray, Bharati and Basu, Aparna, eds. *From Freedom to Independence: Women and Fifty Years of India's Independence*. Oxford UP, Delhi, 1999.

Sarkar Sumit and Tanika Sarkar ed., *Women and Social Reform, A Reader*, 2 Volumes, Delhi: Permanent Black, 2011.

Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Colonial History*. Kali for Women, Delhi, 1990.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **SEMESTER X**

#### **HIST 523 – TWENTIETH CENTURY WORLD**

The course is intended to develop a comprehensive understanding of the nature of the *changing political relations among the different nations with the beginning of the First World War. Emphasis is laid on promoting among the students a critical approach to the study of rise of totalitarian ideologies such as Nazism, Fascism, and Militarism and also the emergence of anti-colonial movements in Asia and the Communist revolution in China. The course will also delineate the Non-aligned movement and the disintegration of Soviet Union and the emergence of Uni-polar system in the world.*

#### **MODULE 1**

Beginning of Twentieth century- First World War -Origins and Nature – Russian Revolution of 1917 – Paris Peace Settlement and its significance.

#### **MODULE 2**

League of Nations- its success and failure – Great Depression – Emergence of Nazism (Germany) Fascism (Italy) and Militarism (Japan).

#### **MODULE 3**

Second World War - Origins, Nature and Results - Nationalist Movements in Asia; Case Study; Indonesia – Communist Revolution in China.

#### **MODULE 4**

Cold War – Its ideological and political basis - Non-aligned Movement and the Third World.

#### **MODULE 5**

Disintegration of the Soviet Union and the Unipolar World System.

#### **Suggested Readings**

Roberts, J.M., 1989. *Europe: 1880-1945*, Longman (second edition).

Joll, James, 1990. *Europe since 1870*, England: Penguin Books.

Joll, James, 1984. *The Origins of the First World War*, London: Longman.

Hazen, Charles Downer, 1981. *Contemporary Europe since 1870*, Delhi: Surjeet.

Fay, Sidney Bradshaw, 1958. *The Origins of World War*, New Delhi: Eurasia (second edition).

Dobb, Maurice. *Studies in the Development of Capitalism*.

Harbutt, Frazer J., 1986. *The Iron Curtain: Churchill, America and the Origin of Cold War*, New York: OUP.

Magdoff, H.H. *Imperialism from the Colonial Age to the Present*.

Sidney, Pollard. *Peaceful Conquest – The Industrialization of Europe, 1760-1970*.

Berghahn, V.B. *Germany and the Approach of War in 1919*.

## **M.A. HISTORY (Five year Integrated Programme)**

### **SEMESTER X**

#### **HIST 524 - GLOBAL DIASPORA**

*This course is intended to give students a comprehensive understanding of Diaspora in a global context. The notion of Diaspora in particular has been productive in its attention to the real-life movement of peoples throughout the world, whether these migrations have been force or voluntary. It will also underline issue such as adaptation to changes, dislocations and transformations, Trans-nationalism and the construction of new forms of knowledge and Ways of seeing the world.*

#### **MODULE 1: Theoretical Concept**

Concept, Origin, Usages.

#### **MODULE 2: Different Categories of Diaspora**

Classical – Victim – Labour - Imperial and - Trade Diaspora.

#### **MODULE 3: Diaspora in Contemporary World**

Diaspora as an international Actor - Diaspora as an agent of Development.

#### **MODULE 4: Indian Diaspora under the British Empire**

Migrations in pre-colonial era - Migration during the indenture Period - Migration in contemporary period – Trans-nationalism.

#### **MODULE 5: Indian Diaspora under the French Empire**

Migrations in pre-colonial era - Migration during the indenture Period - Migration in contemporary period - Dual nationality.

#### **MODULE 6: Diaspora in the Host Society**

Retention of cultural identity - Food Habits, custom and culture.

#### **Suggested Readings**

Tinker, Hugh. *A New System of Slavery: The Export of Indian Labour Overseas (1830-1950)*, Oxford University Press, Oxford, 1974.

Tinker. Hugh, *Separate and Unequal; India: The Indians in the British Commonwealth (1920-1950)*, London, 1976.

Cohen, Robin. *Global Diaspora: An Introduction*, Routledge, 2008.

Sheffer, Gabriel. *Diaspora Politics: At Home Abroad*, CUP, 2003.

Jayaram, N. *The Indian Diaspora: The Dynamics of Migration*, Sage 2004.

Bhana, Surendra. *Indentured Indian emigrants at Natal, 1860-1902*, New Delhi, Promila & Co, 1991.

Carter, Marina. *Voices from the indentured experiences of Indian migrants in the British Empire*, London, Leicester University Press. 1996.

Laxmi Narayan Kadekar, et al. *The India Diaspora: Historical and Contemporary context*, New Delhi, Rawat Publication. 2009.

Lal, BV. *Encyclopaedia of Indian Diaspora*.

Fimian Lacpatia, *Les Indien de La Réunion: La Vie et Social*, St. Denis Dyonisus, 1982.

Reis, M. "Theorising Diaspora: perspectives of classical and contemporary Diaspora" *International migration*, Vol. 42(2) 2004.

Cohen, R. "Diaspora and the nation-state: From victim to a challenger", *International Affairs* Vol. 72(3) 1944.

Yossi Shain & Aharon Barth, "Diaspora and International relations theory", *International Organisation* Vol. 57(3) summer 2003, pp. 449-479.

## **M.A. HISTORY (Five year Integrated Programme)**

### **OPTIONAL COURSES**

#### **HIST 601 ANCIENT HISTORIANS AND HISTORIOGRAPHY**

*This course aims at introducing the student to the main features of Greek and Roman historiography. The purpose is to acquaint the student with the following themes (1) the purpose of History and the principles of validation implied in the works of early Greek and Roman historians (2) Historia or History as a branch of Rhetoric and its relationship with the Muses of Clio and (3) the changes in the structure and themes of historical narratives especially with regard to politics, war and society.*

#### **MODULE 1**

The Concept of Historia.

#### **MODULE 2**

Herodotus and the Persian Wars - Thucydides and the Peloponnesian War - "The Mytilene Debate": Limits of ethics in statecraft.

#### **MODULE 3**

Theopompus - Alexander and the historians of Empire

#### **MODULE 4**

Sources and Methods in ancient historiography.

#### **MODULE 5**

Ancient Indian Historiography – The *Itihasa* - *Purana* Tradition – Buddhist and Jain traditions - Historical Biographies – Chronicles and *Vamshavalis*.

#### **Suggested Readings**

J B Bury *Greek Historians*, Oxford University Press.

Hornblower, Simon, *Commentary on Thucydides*, Clarendon Press, 1997.

Finley, Moses, *Use and Abuse of History*, Viking Press, 1987.

*Cambridge Companion to Herodotus*.

*Cambridge Companion to Thucydides*.

Thapar Romila, *Ancient Indian Social History: Some Interpretations*, Orient Longman, 1978.

-----, *Interpreting Early India*, 2<sup>nd</sup> ed., Oxford UP, 1999.

-----, *The Past Before Us: Historical Traditions of Early North India*, Delhi: Permanent Black, 2013.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 603 ASHOKA IN HISTORY AND MEMORY**

*This course examines the history of Ashoka the Buddhist King and Emperor of Magadha from two perspectives. It locates this historical figure in the context of the history of Magadha and the social and economic transformations that took place in the Gangatic basin following the emergence of the Mauryan state during the reign of Chandragupta Maurya.*

#### **MODULE 1**

The discovery of King Ashoka by James Prinsep.

#### **MODULE 2**

Ashoka in Indian literary sources.

#### **MODULE 3**

Ashoka in Pali texts.

#### **MODULE 4**

Introduction of Writing and Ashokan Epigraphy.

#### **MODULE 5**

Inscriptions and their public message.

#### **MODULE 6**

Ashokan Statecraft-Ethical statecraft or Religious State.

#### **MODULE 7**

Ashoka as a model of Buddhist King.

#### **MODULE 8**

Ashoka in Memory and History

#### **Suggested Readings**

Kejariwal. O.P. *The Asiatic Society of Bengal*, New Delhi, Oxford University Press, 1988.

Pollock, Sheldon, *Language of the Gods in the World of Men*, University of California Press, 2007.

Olivelle, P., *Ashoka in Indian History and Memory*, New Delhi, Motilal banarasidas, 2009.

....., *Reimagining Ashoka: Memory and History*, New Delhi, Oxford University Press, 2012.

Thapar, Romila, *Ashoka and the Decline of the Mauryas*, New Delhi, Oxford University Press, 1988.

Allen, Charles, *Ashoka*, Little Brown, 2012.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 605 HISTORY OF CENTRAL ASIA (C.900 A.D. – 1500 A.D.)**

*Central Asia has long been a strategic location merely because of its proximity to several great powers on the Eurasian landmass. The region never had a settled population nor was able to make use of natural resources. Thus, it has rarely throughout history become the seat of power for an empire or influential state. Many times Central Asia was divided, re-divided, conquered and fragmented repeatedly. To be precise the region served more as the battleground for outside powers than as a power in its own right.*

*Consequently, different dynasties ruled on various parts of what the geographical entity called Central Asia, which helped in transferring the culture, language, trade and commerce, rather than developing a long stable political rule as experienced by its neighbour regions. The significance of the course lies in the political, cultural social and economic diversities of the history of the region and inculcate the students its past richness.*

#### **MODULE 1: The Struggle for Political Stability**

Samanid Amirs –Turkic nomads (Qarakhanid dynasty)- Ghaznavid dynasty – Seljuk .

#### **MODULE 2: The Establishment of Political Supremacy**

Mongols – Chaghatay (Chaghadaid).

#### **MODULE 3**

Society – Economy – Military Organization –Urbanization.

#### **MODULE 4**

Culture and Learning – Islamic Art, Architecture and Literature.

#### **MODULE 5**

Sufis and Islamisation of Central Asia.

#### **Suggested Readings**

Allsen, T. Thomas, *Culture and Conquest in Mongol Eurasia*, Cambridge University Press, Cambridge, 2001.

Beckwith, Christopher I, *The Tibetan Empire in Central Asia*, Princeton University Press, Princeton, 1993.

Beckwith, Christopher I, *Empires of the Silk Road*, Princeton University Press, Princeton, 2009.

Findley, Carter V, *The Turks in World History*, Oxford University Press, New York, 2004.

Foltz Richard C, *Religions of the Silk Road*, St. Martin's Press, New York, 1999.

Frye, N. Richard, *The Heritage of Central Asia*, Markus Wiener, Princeton, 1996.

Jackson, Peter, *The Mongols and the West, 1221-1410*, Pearson Longman, New York, 2005.

Manz, F. Beatrice, *The Rise and Rule of Tamerlane*, Cambridge University Press, Cambridge, 1989.

Morgan, David, *The Mongols*, Blackwell, Oxford , 1986.

Peter, B. Golden, *Central Asia in World History*, Oxford University Press, New York, 2011.

Stephen, F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals*, Cambridge University Press, New York, 2010.



## M.A. HISTORY (*Five year Integrated Programme*)

### HIST 609 RELIGION AND DEVOTION IN MEDIEVAL SOUTH INDIA AND DECCAN

#### MODULE 1

Bhakti – concept and meaning.

#### MODULE 2

Origin of Bhakti- Bhakti in the Tamil South- Alwars-Nayanars- Sankaracharya- Ramanuja- Madhvacharya- Vachanakaras.

#### MODULE 3

Pilgrimage and the concept of Sacred Geography- Temple as the institutional base for bhakti- Bhakti and the medieval imperial ideology.

#### MODULE 4

Bhakti in the Vijayanagara Empire- Haridasa Tradition- The Vithala Cult- Bhakti Saints of Vijayanagara – Bhakti and royal patronage in Vijayanagara.

#### MODULE 5

Bhakti in medieval Deccan- The Warkari Tradition- Marathi Saints- Jnaneswar- Eknath- Tukaram- Namdev- Ramdas – Sufi Tradition in the Deccan

#### Suggested Readings

Champakalakshmi, R., *Religion, Tradition and Ideology: Pre Colonial South India*, New Delhi: OUP, 2011.

Cutler Norman, *Songs of Experience: The Poetics of Tamil Devotion*, Bloomington: Indiana University Press, 1987.

Eaton, Richard, *The Sufis of Bijapur: 1300-1700*, Princeton UP, 1978.

Hawley, John Stratton., *Saints and Virtues*, Berkeley: University of California Press, 1987.

Jackson, William J., *Vijayanagara Visions*, New Delhi: OUP, 2007.

Novetzke Christian Lee, *Bhakti and Public*, in International Journal of Hindu Studies, Vol. II, No.3 (December 2007).

Peterson Indira V., *Singing of a place: Pilgrimage as metaphor in Tevaram Songs of the Tamil Saivite Saints*, in Journal of the American Oriental Society, Vol.102, no.1 (Jan-Mar 1982).

\_\_\_\_\_, *Lives of the Wandering Singers: Pilgrimage and Poetry in Tamil Saivite Hagiography*, in History of Religions, Vol. 22, No.4, Devotional Religion in India (May 1983).

Prentiss, Karen Pechillis., *The Embodiment of Bhakti*, New York: OUP, 1999.

Ramaswamy, Vijaya, *Walking Naked: Women, Society, Spirituality in South India*, Centre for Advanced Studies, Shimla, 2007.

Spencer George W., *The Sacred Geography in the Tamil Saivite Hymns*, Numen, Vol. 17 (Dec. 1970).

\_\_\_\_\_, *Religious Networks and Royal Influence in Eleventh Century South India*, in Journal of Economic and Social History of the Orient, Vol. 12, no.1 (Jan. 1969).

Verghese, Anila, *Religious Traditions at Vijayanagara as revealed through the monuments*, New Delhi: Munshiram Manoharlal, 1998.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 613 HISTORY OF MODERN SOUTH-EAST ASIA**

*The course concentrates on the changes that have taken place since the 18th century: the impact of colonial rule; economic transformations of the 19th and 20th centuries; the emergence and triumph of the independence movements; the impact of social change; and the pivotal roles played by religion, ethnic minorities, and immigrant groups.*

#### **MODULE 1**

Introduction to South-east Asian World – The Western Entry into South-East Asia.

#### **MODULE 2**

Colonial State – Indigenous Collaboration, Bureaucratization and Law and Order.

#### **MODULE 3**

The Economic Transformation – International Trade – Merchant Capitalism - The Asian Immigrants in Southeast Asia.

#### **MODULE 4**

The Independence Movements in Indonesia, Philippines, Vietnam, Cambodia, Burma, Laos, Siam and Malaya.

#### **MODULE 5**

Religion – Plural Society- Modernist Reform and Social Change.

#### **Suggested Readings**

Chandler, P. David and David Joel Steinberg, *In Search of South-east Asia: A Modern History*, University of Hawaii, 1987.

Chavan, R.S., *Vietnam: Trial and Triumph*, Patriot Publishers, New Delhi, 1987.

Chris Baker and Pasuk Phongpaichit, *A History of Thailand*, Cambridge University Press, New York, 2005.

Ganganath Jha, *Indonesia: Society and Politics*, Shipra Publications, Delhi, 2003.

Osborne Milton, *South-east Asia: An Introductory History*, Allen & Unwin, New South Wales, 2010.

Ricklefs, M.C., *A History of Modern Indonesia*, The Macmillan Press Ltd., London, 1983.

Tarling Nicholas (ed.), *The Cambridge History of South-East Asia, 1800-1930*, Vol. II, part-1, Cambridge University Press, Cambridge, 1999.

Tarling Nicholas (ed.), *The Cambridge History of South-east Asia, From World War II to the Present*, Cambridge University Press, Cambridge, 1999.

Thent Myint-U, *The Making of Modern Burma*, Cambridge University Press, Cambridge, 2001.

Thomas B. Pepinsky, *Economic Crises and Breakdown of Authoritarian Regimes: Indonesia and Malaysia in Comparative Perspective*, Cambridge University Press, New York, 2009.

## **M.A. HISTORY (Five year Integrated Programme)**

### **HIST 622 HISTORY OF USA (1763 - 1898)**

*The course examines the birth of the United States of America in the later eighteenth century and its emergence as a democratic republic in the nineteenth century. It makes a detailed study of the birth of the USA, its emergence as a democratic republic, the challenge of the civil war, reconstruction after the war and the industrial transformation of the USA in the late nineteenth century.*

#### **MODULE 1: Colonial North America and the American Revolution**

The thirteen colonies - The French and Indian War - The Imperial Crisis and resistance to Britain - The War for Independence –Development of US Constitution and the Bill of Rights.

#### **MODULE 2: The Early Republic**

Washington, Hamilton, and shaping of the national government - Emergence of political parties: Federalists and Republicans - Significance of Jefferson's presidency – The War of 1812 and its consequences

#### **MODULE 3: Mass Democracy**

Westward Movement - Jacksonian democracy and its successes and limitations - Forced removal of American Indians to the trans-Mississippi West – Territorial expansion and Manifest destiny – The Mexican War

#### **MODULE 4: Civil War and Reconstruction**

Slavery and its impact on the South – Growth of Sectionalism: The Compromise of 1850 - The Kansas–Nebraska Act – Causes of the Civil War - Secession and war - Reconstruction - Compromise of 1877.

#### **MODULE 5: USA in the late Nineteenth Century**

The Rise of Big Business–The organization of Labor - Urbanization and City problems – The politics of the Gilded Age - Agrarian discontent and the rise of populism in the late nineteenth century – The Spanish American War.

#### **Suggested Readings**

Alden, John Richard & Alice Magenis - *A History of the United States*. NY: American Book Co., 1960.

Bailyn, Bernard, et al. *The Great Republic: A History of the American People* D. C. Heath. Co., 1985.

Boorstin, Daniel J. *The Americans*. (3 vols.). Vol. 3: *The National Experience*. Random House, 1975.

Degler, Carl N. *Out of Our Past: The Forces that Shaped Modern America*. Harper & Row, 1984.

Dinnerstein, Leonard, et al. *Natives and Strangers: Blacks, Indians and Immigrants in America*. Oxford UP, 1990.

Divine, Robert, et. al. *America Past and Present*, 7<sup>th</sup> ed., Prentice Hall, 2005.

Hill, C. P., *A History of United States*, 3<sup>rd</sup> ed., Hodder, 1974.

Maier, Pauline et al., *Inventing America: A History of the United States* Vol. 2, 2<sup>nd</sup> ed. New York, Norton, 2006.

Sellers, Charles. et al. *A Synopsis of American History*. Ivan R. Dee, 1992.

<http://www.ushistory.org/us/>

<http://www.americanhistoryonline.org/>

<http://www.america.gov/publications/books/history-outline.html>

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 623 HISTORY OF USA (1900-2001)**

*The course examines the growth of the United States of America as a world power during the twentieth century. It makes a detailed analysis of the progressive era, American expansionism and foreign policy, USA and the First World War, the growth of a business civilization and consumer society, the Great Depression, USA in the Second World War, the Cold War era, the end of the Cold War and after.*

#### **MODULE 1: The Progressive Era**

Progressivism in the Cities - The Muckrakers - Progressivism in the States – Progressive Presidents - Social Feminism - Black America.

#### **MODULE 2: The Emergence of USA as a World Power**

Origins of American Expansionism - USA and the First World War - Post-War Unrest - A Business Civilization - Ethnic and Cultural Issues.

#### **MODULE 3: Crisis, Recovery and World War II**

Causes and effect of the Great Depression - Franklin Delano Roosevelt and the New Deal - International Disintegration and the Second World War - The USA at War - Planning for Peace.

#### **MODULE 4: The Cold War Era**

Post war Economy - Origins of the Cold War - The Containment of Communism-Cold War in Asia and the Middle East - The Civil Rights Movement.

#### **MODULE 5: USA in the later Twentieth Century**

The USA in the 1980s - The End of Cold War - The Gulf War - The Clinton Years - Unilateralism vs. multilateralism in foreign policy - 9/11/2001 – War on Terrorism.

#### **Suggested Readings**

Ambrose, Stephen E. *Rise to Globalism: American Foreign Policy since 1938*. 9<sup>th</sup> ed. , Viking Penguin, 2010.

Bailyn, Bernard, et al. *The Great Republic: A History of the American People*, (2 vols.). D. C. Heath. Co., 1985.

Boorstin, Daniel J. *The Americans*. (3 Vols.). Vol. 3: The National Experience. Random House, 1975.

Chafe, William H. *The Unfinished Journey: America since World War II*. OUP, 1991.

Degler, Carl N. *Out of Our Past: The Forces that Shaped Modern America*. Harper & Row, 1984.

Dinnerstein, Leonard, et al. *Natives and Strangers: Blacks, Indians and Immigrants in America*. OUP., 1990.

Maier, Pauline et al., *Inventing America: A History of the United States*, Vol. 2, 2<sup>nd</sup> ed. New York, Norton, 2006.

Sellers, Charles. et al. *A Synopsis of American History*. Ivan R. Dee, 1992.

<http://www.ushistory.org/us/>

<http://www.americanhistoryonline.org/>

<http://havefunwithhistory.com/index.html>

<http://www.america.gov/publications/books/history-outline.html>

## M.A. HISTORY (*Five year Integrated Programme*)

### HIST 628 INTELLECTUAL HISTORY OF MODERN INDIA

*The course provides comprehensive and critical perception of the endeavors of Orientalists in the discovery of India's past. It covers Indian intellectual's response to the colonizer's attempts to reconstruct India's past traditions. It also focuses on Indian intellectual's critical appreciation of the economic impact of the British colonial rule. It delineates indigenous efforts to reform and regenerate the Indian society in the nineteenth and twentieth centuries.*

#### MODULE 1

British Orientalism and appreciation of India's past traditions-William Jones, Colebrooke, - Halhead, Warren Hastings/ Translations of the Hindu Shastras and the *Bhagvad Gita*.

#### MODULE 2

The Colonial Milieu and Indian intellectual's response-Interpretations of past traditions and social reform-Raja Ram Mohan Roy, Keshub Chandra Sen, Iswar Chandra Vidyasagar.

#### MODULE 3

Indigenously based interpretations of India's past traditions-Dayanand Saraswati, Shri Narayan Guru.

#### MODULE 4

Indian perceptions of the economic impact of colonial rule-Dadabhai Naoroji, Romesh Chandra Dutt.

#### MODULE 5

Indian intellectuals on the reconstruction of Indian society: Vivekananda, Aurobindo Ghosh, Syed Ahmed Khan, M.K. Gandhi and Jawaharlal Nehru.

#### Suggested Readings

- Kenneth W. Jones, *Socio-religious reform movements in British India*, The Cambridge History of India, III.1, CUP, 1994
- Ahmed, Salahuddin, *Social Ideas and Social Change in Bengal*, Leiden, 1965.
- Bearce, George, "Intellectual and Cultural Characteristics of India in a changing Era, 1740-1800", *Journal of Asian Studies*, November 1965.
- Chakravarti, Dipesh, "The Colonial Context of the Bengal Renaissance", *Indian Economic and Social History Review*, May 1974.
- Ghose, Benoy, *Ishwar Chandra Vidyasagar*, 1971.
- Graham, G.F.I., *The Life and Work of Savvid Ahmed*, New Delhi, 1974.
- Halker, M.K., *Renaissance and Reaction in Nineteenth Century Bengal*, Calcutta, 1977.
- Heimsath, Charles, *Indian Nationalism and Hindu Social Reform*, Princeton, 1964.
- Hoshi, V.C., *Rammohan Roy and the Process of Modernization in India*, 1975.
- J.N, Farquhar, *Modern Religious Movements in India*, New York, Macmillan, 1919
- Kopf, David, *British Orientalism and Indian Renaissance*, Berkeley, 1969.
- Kopf, David, *Brahmo Samaj and the Shaping of the Modern Indian King*, Princeton, 1979.
- Mohammed, Shan, ed., *Writings and Speeches of Sir Syed Ahmed Khan*, Bombay, 1972.
- Majumdar, R.C., *British Paramountcy and Indian Renaissance*, Vol. X, Pt. II, Bombay, 1965.
- Mitra, Indra, *Vidyasagar*, Calcutta, 1969.
- Panikkar, K.N., *Culture, Ideology and Hegemony*, New Delhi, Tulika, 1995.
- Philip, C.H. and Mary Wainwright, *Indian Society and the Beginnings of Modernization, c.1830-1850*, London, 1962.
- Raghuvamshi, V.P.S., *Indian Society in the Eighteenth Century*, New Delhi, 1969.
- Raymond B. Williams, *A New Face of Hinduism: The Swaminarayan Religion*, CUP, 1984.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 630 AGRARIAN HISTORY OF COLONIAL INDIA**

*The chief objective of course is to provide a thorough understanding of the important aspects of agrarian history of modern India. It comprehensively covers the major agricultural trends and the varied explanations of the famines and scarcities during the colonial period. It focuses on the changes in the rural agrarian structure and also the growth of agricultural labour.*

#### **MODULE 1**

Agrarian History and Historiography.

#### **MODULE 2**

Organization of Pre-Colonial Rural Economy – Idea of Village Republics or Village self-sufficiency and Village Community.

#### **MODULE 3**

The Agrarian Structures – Landlords, Tenants and Agricultural Labour –Property Right - Land Tax – Peasant Insecurity in Colonial India.

#### **MODULE 4**

Major Agricultural Trends - Growth of Commercialization – Rise of Agrarian Markets – Export and Import of Crops - Impact on Peasant Economy.

#### **MODULE 5**

Famines, Scarcities and the Peasant.

#### **Suggested Readings**

Baker, C.J., *An Indian Rural Economy: The Tamil Countryside*, OUP, Delhi, 1984.

Bose, Sugata, *Peasant Labour and Colonial Capital: Rural Bengal Since 1770*, CUP, Cambridge, 1993.

Charlesworth, Neil, *Peasants and Imperial Rule: The Bombay Presidency*, Cambridge University Press.

Cohn, B.S., *Colonialism and Its Forms of Knowledge*, OUP, Delhi, 1997.

Dewey, C and Hopkins, A.G. (ed.), *The Imperial Impact: Studies in the Economic History of Africa and India*, London, 1978.

Frykenberg, R.E. (ed.), *Land Control and Social Structure in Indian History*, Delhi, 1979.

Kumar, Dharma (ed.), *The Cambridge Economic History of India*, Vol. II, Orient Longman, Delhi, 1982.

Kumar, Dharma, *Land and Caste in South India, Agricultural Labour in the Madras Presidency during the Nineteenth Century*, New Delhi, 1992.

Ludden, David (ed.), *Agricultural Production and Indian History*, OUP, New Delhi, 1994.

McAlpin, M.B., *Subject to Famine: Food Crises and Economic Change in Western India, 1860-1920*, Princeton University Press, Princeton, 1983.

Sharma, Sanjay, *Famine, Philanthropy and the Colonial State in the Early Nineteenth Century*, Delhi: OUP, 2001.

Srinivas, M.N. and A.M. Shah, “*The Myth of Self Sufficiency of the Indian Village*”, Economic Weekly, 10 September, 1960.

Stokes, Eric. *The Peasant and the Raj*, OUP, 1978.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 412 - INTRODUCTION TO ROCK ART**

*The course is designed to provide a glimpse of the rock art in India. The need to observe the theme, content and context of the rock art would be focused. The various stages of the rock art in India would be studied to understand the various evolutionary pattern of the rock art.*

#### **MODULE 1**

Rock art – Definitions – Types of Rock art – Rock art traditions of the World Important Discoveries.

#### **MODULE 2**

Characteristic Features of the Global Rock art Traditions – Europe – Africa – Australia.

#### **MODULE 3**

Rock Art of India – Early Notices – Early and Mature Stages of Research – Important Discoveries.

#### **MODULE 4**

Characteristic Features of Indian Rock art – Types of Rock Art – Classification of Rock art – Space – time Concept in Indian Rock art study- Important Regional Rock art Traditions – Characteristic Features.

#### **MODULE 5**

Theories in Indian Rock Art Studies – Interpretation of the Meaning of Rock Art – Recent Developments in the Dating of Indian Rock Art – Scientific Studies.

#### **Suggested Readings**

- Chandramouli,N. 2004. *Rock Art of South India*. New Delhi, Bharatiya Kala Prakashan.
- Chakravarthy,K.K. 1984., (Ed).*Rock Art of India : Painting & Engraving*. New Delhi.Abhinav.
- Conkey, M.W.1981. “A Century of Palaeolithic Cave Art “*Archaeology 34(4):20 -28*.
- Leroi – Gourhan,A.1968. *The Art of the Prehistoric Man in western Europe*.London: Thames & Hudson.
- Mathpal,Y.1984. *Prehistoric Rock Paintings of Central India*.New Delhi: Abhinav.
- Neumayer,E.1993. *Lines on Stone: Prehistoric Art of India*.New Delhi: Oxford University Press.
- Pradhan,S.2004. *Rock Art of Orissa*. New Delhi: Aryan Books International.
- Sundara,A.1994. *Rock Art of Karnataka*. Bangalore, Karnataka Lalita Kala Academy.
- Ucko,P.J.& Andre Rosenfeld.1967. *Palaeolithic Cave Art*. London. World University Press.
- Williams, Lewis.1983.*The Rock art of Southern Africa*.Cambridge: Cambridge University Press.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 600 – MEDIVAL SOCIETIES**

*The course is intended to familiarize the students of Master's degree with the formation of state and society during the medieval period in Europe and Asia. This course will also help the students to assess the medieval societies in the light of their contribution to Art, Architecture, Science and Literature.*

#### **MODULE 1: Transition from Ancient to Medieval Society**

Decline of the Roman Empire - Barbarian invasions, internal problems, disintegration - The Papacy, Catholic Church and Monasteries - Establishment of Byzantium - Byzantine Society and Economy.

#### **MODULE 2: Feudal Formation in Europe**

A new empire - Carolingians - Charlemagne - The clash of Church and State - Controversy over lay investiture - Feudalism in Western Europe.

#### **MODULE 3: Economic Institutions and Cultural Life in Medieval Europe**

Agrarian Structure and Relations – Demographic Trends - Trade, Commerce and Coinage in medieval Europe - Technological Developments – Urbanization and urban centres -The rise of medieval universities: Universities in Italy, Universities of Sorbonne, Oxford and Cambridge.

#### **MODULE 4: Islamic World**

Rise of Islam: Socio-Political background - Evolution of Islamic State – Constitution of Medina - Nature of the state and relations with Arab tribes, Jews and Christians - Society under the Prophet, the Caliphs, Umayyids and Abbasids.

#### **MODULE 5: Economic Institutions and Cultural Life in the Islamic World**

Trade, Commerce and taxation in the Arab world – The Islamic city – Arab Contribution to Art and Architecture - Ceramics, textiles, ivories, music and calligraphy - Intellectual Contributions: Literature, historiography, geography, astronomy, medicine, mathematics and philosophy.

#### **Suggested Readings**

- Bloch, Marc, *Feudal Society*, London, 1961, 2 vols.  
Chaudhuri, K.N., *Asia before Europe*, London, 1990.  
Herlily, David, ed., *The History of Feudalism*, New York, 1971.  
Keen, Maurice, *The Pelican History of Medieval Europe*, Middlesex, 1979.  
Lawrence C.H., *Medieval Monasticism*, London, 1984.  
Lewis, Bernard, *Islam in History*, London, 1973.  
Leyser, Henrietta, *Hermits and the New Monasticism*, London, 1984.  
Pirenne, Henri, *Economic and Social History of Medieval Europe*, London, 1972.  
Southern, R.W., *Western Society and the Church in the Middle Ages*, Middlesex, 1973.  
White, Lynn, *Medieval Technology and Social Changes*, London: OUP, 1962.  
Wolly, L. and Hanks, J, *History of Mankind*, UNESCO Series, vol. IV & V, London.



## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 608 TEMPLE IN MEDIEVAL SOUTH INDIA**

#### **MODULE 1**

Emergence of a temple oriented society- Land Grants- Temples and Royal Patronage.

#### **MODULE 2**

Temple and agrarian society- Temples as centres of redistribution- Temple and the Bhakti movement.

#### **MODULE 3**

Temple as a source of livelihood- Development of sub castes- Temple, Trade and Market Centres- Temple and Trade Guilds.

#### **MODULE 4**

Temple- Production Structure and power relations- Devadana and Brahmadeya- Managerial and Functional groups- Temples as educational centres.

#### **MODULE 5**

Temple art and architecture- Chalukya, Pallava and Chola styles of architecture.

#### **Suggested Readings**

Veluthat, Kesavan., *The Early Medieval in South India*, New Delhi: OUP, 2010.

Heitzmen, James., *Gifts of Power*, New Delhi: OUP, 2001.

Subbarayulu, Y., *South India under the Cholas*, New Delhi: OUP, 2012.

Gurukkal, Rajan., *Social Formations of Early South India*, New Delhi: OUP, 2010.

Champakalakshmi, R., *Religion, Tradition and Ideology: Pre Colonial South India*, New Delhi: OUP, 2011.

## **M.A. HISTORY (Five year Integrated Programme)**

### **HIST 610 – CROSS CULTURAL TRADE IN THE INDIAN OCEAN LITTORAL**

*The Indian Ocean a vast expanse of water washes the shores of China, South East Asia, Africa and Arabia. Such a vast oceanic space has had an impact on world history it that it facilitated the movements of goods, ideas, technology and peoples. Trade and cultural exchanges defined the historical milieu of the Indian Ocean, beginning with the trade centered around the Persian Gulf and ending with the dramatic hegemony acquired by the emerging nation states of the fifteenth and sixteenth centuries. Empires such as the Roman Empire, the Ming Empire centered in China, and the Portuguese have been influenced by the states and civilizations in the littoral of the Indian Ocean. Therefore a study of the patterns of historical interaction through a study of (a) the structures of trade (b) the archaeology of trade and social interaction and (c) the trading Diasporas in the Indian Ocean region will help us understand the complex history of the region better.*

#### **MODULE 1: The Indian Ocean in its Geographical Settings**

Oceanic Currents - Wind Patterns - Coast lines and Islands.

#### **MODULE 2: Archeology of Early Indian Ocean Maritime Contacts and Exchanges**

Harappa and its contacts with West Asia - Mediterranean Sea, Red Sea and the Arabian Sea - Egypt and the Red Sea Ports: Roman Policy toward the ports along the Red Sea - Roman Trade Ceramics in India and Arabia - Maritime Trade and Navigation.

#### **MODULE 3: Archaeology of Trade Encounters**

Arikamedu – Pattanam – Mantai – Berenike.

#### **MODULE 4: Peninsular India and South East Asia**

Trade Diasporas in China, South East Asia and Africa -The Cholas of South India and Srivijaya.

#### **MODULE 5: China and India**

Zheng-He and his expedition to South east Asia, Sri Lanka, South India and Africa - Navigation and Boat Building Technology in the Indian Ocean.

#### **Suggested Readings**

Ray, Himanshu Prabha, *The Archaeology of Sea faring in Ancient South Asia*, Cambridge University Press, 2007.

---- *The Archaeology of Seafaring: The Indian Ocean in the Ancient Period*, New Delhi, 1999.

---- ed. *Cross Currents and Community Networks: The History of the Indian Ocean World*, New Delhi, Oxford University Press, 2007.

Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300-1300*, New Delhi, Oxford University Prss, 1996.

Karashima, Noboru. *Ancient and Medieval Commercial Acrivities in the Indian Ocean*, Tokyo, 2002.

Wheeler, Mortimer Sir, *Ancient India*, vol II New Delhi, 1946.

Begley, Vimla. *Ancient Port of Arikamedu*, vol I and II Pondicherry, 1996 & 2000.

Cherian, P. J. *Pattanam Excavations/Plorations*, Trivandrum 2013.

Carswell, John. *Mantai: City by the Sea Colombo*, 2013.

Hall, Kenneth, *Maritime Trade and State Formation in Early South East Asia*, Honolulu, University of Hawaii, 1985.

Mukund, Kanakalatha. *Merchants of Tamilagam: Pioneers of International Trade*, New Delhi, 2012.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 611 - INTERNATIONAL LAW AND CULTURAL PROPERTY**

*The return of cultural property removed during the period of foreign rule and its relocation in museums abroad has become a contentious during the past few decades. The return of cultural property or artefacts designated as “national heritage” has led to historical investigations into the validity of claims and counterclaims. This course aims to acquaint the students with the concepts underpinning these debates on the basis of a few significant examples from India and abroad.*

#### **MODULE 1**

UNESCO Charters on Cultural Property.

#### **MODULE 2**

Approaches to Cultural Property National or Heritage of Mankind.

#### **MODULE 3**

Archaeology and Rights of indigenous peoples: Relocation of Ancestral bones and Artifacts: the Case of Australia.

#### **MODULE 4**

The Debate over the Elgin Marbles.

#### **MODULE 5**

The Indian Scenario: Debates over the return of Kohinoor Diamond, The Srivilliputtur Bronzes and the Amaravathi Sculptures.

#### **MODULE 6**

The Bamiyam Buddha and its Destruction; International Law perspectives.

#### **Suggested Readings**

Gillman, Derek. *The Idea of Cultural Heritage*, Cambridge University Press, 2011

Merryman, John Henry, *Imperialism, Art and Restitution*, Cambridge University Press, 2011

American Association of Museums. *Guidelines on the Unlawful appropriation of Objects During the Nazi Era*, <http://aam-us.org/museumresources/ethics>.

Anaya, J S., *Indigenous Peoples in International Law*, New York 2004.

Davia, Richard, *Lives of Indian Images*, Princeton University Press, 1997.

Greenfield, Janet, *Return of Cultural Treasures*, Cambridge University Press, 1997.

*UNESCO Conventions and Recommendations concerning protection of Cultural Property*, Paris.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 612 - HISTORIOGRAPHY: ANNALES AND BEYOND**

*This course aims at acquainting the student with the important debates in the nature and configuration of historical knowledge during the course of the twentieth century. It situates the main currents of historical thought within the overall intellectual and cultural history in the post-World War I era.*

#### **MODULE 1**

The Rise of National Histories – History of Civilizations - Spengler and Toynbee

#### **MODULE 2**

The Annales School: the Pioneers -Marc Bloch-Lucien Febvre-The Emergence of the Annales as an alternative to National Histories-The Contribution of Fernand Braudel.

#### **MODULE 3**

Memory and History; Lieux de Memoire -Holocaust Historiography.

#### **MODULE 4**

The End of History: Francis Fukuyama.

#### **MODULE 5**

Global History.

#### **Suggested Readings**

Iggers, George. *Historiography in the Twentieth Century*, New York 1987.

Burke, Peter. *The Annales*, Cambridge University Press, 1989

Lynn Hunt et al. *New Cultural History*, University of California Press, 1987.

Le Goff. *History and Memory*, Chicago University Press, 1973

Braudel, Fernand. *On History*, University of Chicago Press, 1982.

Fukuyama, Francis. *The End of History and the Last Man*, several editions.

White, Hayden. *Mata history; Historical Imagination in the Nineteenth Century*, John Hopkins University Press, 1980.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 615 - SCIENCE, TECHNOLOGY AND MEDICINE IN MODERN INDIA**

*This course discusses the spread of Western science among non-Western peoples, the role and place of science in the colonial process and the nature of scientific development in a colony with special reference to India. It examines the role of the East India Company in the dissemination of science in India, the introduction and impact of the technologies of the Steam Age, the emergence of a scientific community and the beginnings of national science in India. It highlights the introduction of Western medicine in India, the interaction between Western and indigenous systems of medicine and the movements for the revival of the later.*

#### **MODULE 1: Science and Empire: Theoretical Perspectives**

The Concept of Colonial Science - Debate regarding the Spread of Western Science among Non-Western Peoples - The Role and Place of Science in the Colonial Process.

#### **MODULE 2: Science and Colonial Explorations**

East India Company and Scientific Explorations - Science and Orientalism -Early European Scientists: Surveyors, Botanists, Doctors under the Company's Service - The "Tropicality" of India.

#### **MODULE 3: Western Medicine**

The Indian Medical Service - Encounters with Indian Medicine -Epidemic Diseases, Medical Topographies and Imperial Policy -Women, Missions and Medicine.

#### **MODULE 4: Technologies of the Steam Age**

Textiles, Mining and Ship Building - Roads, Railways and Canals - Technology, Ideology and Resistance.

#### **MODULE 5: Indian Response to Western Science**

Indian Response to New Scientific Knowledge: Interactions and Predicaments - Science and Indian Nationalism: Emergence of National Science; Mahendra Lal Sarkar, P.C.Ray, J.C.Bose - Ideas of Mahatma Gandhi and other Indian nationalists.

#### **Suggested Readings**

Arnold, David. *Science, Technology and Medicine in Colonial India*. The New Cambridge History of India Series, Cambridge, 1999.

Bandyopadhyaya, Arun (ed.), *Science, and Society*, Delhi: Manohar Publications, 2009.

Dasgupta, Subatra. *Jagdish Chandra Bose and the Indian Response to Western Science*. Delhi: Oxford UP, 1999.

Kumar, Deepak. *Science and the Raj*. Delhi: Oxford UP, 1995.

Kumar, Deepak. *Disease and Medicine in India: A Historical Overview*. Delhi: Tulika, 2000.

Lourdusamy, John Bosco. *Science and National Consciousness in Bengal*, Orient Longman, 2004.

Sangwan, S. *Science, Technology and Colonisation: Indian Experience*. Delhi: Anamika, 1990.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 616 - EARLY HISTORY OF SOUTH-EAST ASIA**

*The course is designed to provide a broad picture of the Early History of South East Asia. The emphasis will be on studying the contacts between India and South East Asia in terms of cultural, religious and economic exchanges. The Spread of Religions, influence of art and Architecture are analysed. The Concepts of Kingship, State, Statecraft and Theories of Divine Origin will be reviewed.*

#### **MODULE 1**

South East Asia- Definition and Terminology – Geographical Setting – Pre historic and Proto historical past- Early Indian Literary references - Historiographical developments.

#### **MODULE 2**

Beginning of contacts with mainland India – Early Kingdoms – Funan – Champa - Kings and dynasties.

#### **MODULE 3**

Cultural contacts – Spread of the concepts of kingdom – kingship – myths and legends – Religious contacts – Spread of Hinduism – Buddhism - Amravati & Mathura Schools of Art.

#### **MODULE 4**

The Medieval empires – Srivijaya – Sailendra Dynasty – Hindu and Buddhist Art & Architecture – Borobudur Stupa – The Khmer empire – Ruling Dynasties – Art & Architecture – Angkor wat – Cultural significance.

#### **MODULE 5**

Exchanges between India and South East Asia – Trade relations – Religious Expansion – Buddhism & Hinduism – Arts & Crafts – Language & Literature – Concept of Devaraja Cult and its significance in the History of South East Asia.

#### **Suggested Readings**

- Briggs, L.P. 1951. *The Ancient Khmer Empire*. Philadelphia.  
Coedes, G. 1968. *The Indianized states of South East Asia*. Hawaii, Canberra.  
Coomaraswamy, A.K. . 1951. *History of Indian and Indonesian Art*. London  
Hall, D.G.E. 1968. *A History of South East Asia*. London  
Le may, R. 1954. *The Culture of South East Asia*. London. Quaritch  
Wales, H.G. 1951. *The Making of Greater India*. London.  
Van Heekeren, H.R. 1958. *The Bronze –Iron Age of Indonesia*. The Hague.  
Wagner, F.A. 1959. *Indonesia: The Art of an Island Group*. London.  
Winstedt, Sir Richard. . 1953. *The Malays: A Cultural History*. London.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 617 - HISTORY OF INDIAN ARCHAEOLOGY**

*The course is intended to give an introduction to the development of archaeological research in India both in pre-independence and post-Independence era. The survey undertaken by early explorers have been placed in a given socio-cultural context.*

#### **MODULE 1**

Antiquarianism to archaeology - The Surveyors – The Antiquarians – Adventurers – Early Archaeological writings – William Jones and James Prinsep.

#### **MODULE 2**

The establishment of Archaeological Survey – Alexander Cunningham as a Surveyor - His contribution to the field epigraphy and archaeology – His survey – Alexander Cunningham as Director General of Archaeological Survey of India – His contribution to the development of archaeology.

#### **MODULE 3**

The role of India in archaeological studies - Lord Curzon – His contribution to the development of archaeology – Sir John Marshall and his contribution.

#### **MODULE 4**

Robert Bruce Foote – James Burgess – Colin Mackenzie – ACL Carlleyle – H.H.Cole - T.S.Elliot –Robert Sewell - Era of Mortimer Wheeler – their contribution in the development of excavation techniques.

#### **MODULE 5**

Post-Independence era – Development of Prehistoric studies – Proto-historic studies – Epigraphical Studies – Numismatic Studies – Archaeological excavations – Conservation.

#### **Suggested Readings**

Dilip K.Chakrabati, 1999 *India: An Archaeological History*, Oxford University, Press, New Delhi.

Dilip K. Chakrabarti 1988 *A History of Indian Archaeology from the beginning to 1947*, Munshiram Manohar Lal, New Delhi.

Sourindranath Roy, 1961 *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi.

Upinder Singh, 2004 *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, Permanent Black, New Delhi

Ghosh, A., *An Encyclopedia of Indian Archaeology, ICHR, New Delhi*

Ghosh, A., “Fifty years of the Archaeological Survey of India”, *Ancient India*.Vol.9, pp.29-52.

John Kean.2011.*To Cherish and Conserve;The early Years of the Archaeological survey of India*.New Delhi:ASI.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 618 - RELIGION IN EARLY INDIA**

*The course seeks to introduce to the students the basic knowledge regarding the genesis and growth of Religions in the early historical period in the Indian subcontinent. Religion with all its sectarian developments should be viewed as a social institution which catered to the emotional, spiritual, economic and cultural needs of the people. It deals with the structure of early Indian religions and the nature of cultural and economic transformations they heralded.*

#### **MODULE 1**

Definition and Scope of the Study – Sources – The prehistoric genesis of religion-Animism-fertility cults-rock art representations- Indus valley religion.

#### **MODULE 2**

The Beginnings – Vedic religion- Animistic- the pastoral background- Evolution of ritualistic religion in the later Vedic phase- the social developments – growth of the pantheon of gods and goddesses.

#### **MODULE 3**

6<sup>th</sup> Century B.C – Religious Movements – Jainism & Buddhism – basic tenets-social backdrop for their emergence-Mauryan and post-Mauryan developments – Socio economic conditions – The contribution of foreign powers for the growth of sectarian religions– Emergence of Saivism, Vaishnavism, Bhagavatism and Saktism- Development of Literature and -schools of art.

#### **MODULE 4**

The Gupta Era – Revival of the ritualistic Hinduism- Bhagavatic transformation-the socio-cultural conditions- Economy and Religion – Land grants – Feudal elements – decline of Buddhism- evolution of tantric sects-their antecedents.

#### **MODULE 5**

The conditions in South India – Satavahanas – Buddhism-Mahayana and Vajrayana developments and contributions- Amaravati School of art – Early Saiva, Vaishnava and Sakta pantheons- sculptural manifestations.

#### **Suggested Readings**

Champakalakshmi, R.2011.*Religious Tradition and Ideology:Pre-colonial South India*. New Delhi: Oxford.

Hanumantha rao, B.S.L.1996.*Religion in Andhra*. Hyderabad;Government of A.P.

Sharma, I.K.1995. *Saivism in Andhra*. Hyderabad:Government of A.P.

Subramanyam,B. 2002. *Vajrayana Buddhist Centres in Andhra*. New Delhi:Bharatiya Kala Prakashan.



## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 619 – CONSERVATION OF CULTURAL PROPERTY**

*The paper is designed to provide introductory information on various methods and techniques followed in the conservation and preservation of cultural property made of organic and inorganic materials such as archaeological sites, monuments, antiquities made of metal, wood, ivory and textile.*

#### **MODULE 1: Terminologies used in Conservation**

History of Conservation: Definition: Monuments- Antiquities – Archaeological Sites and Remains – Conservation – Preservation – Structure – Intervention –Repair – Restoration – Reconstruction – Reproduction – Salvage Archaeology.

#### **MODULE 2: Structural Conservation - Materials**

Materials: Classification of material: Stone – Brick – Wood – Mortar – Composition of material – Causes of decay Treatment: Chemical wash – sand blast – paper pulp.

#### **MODULE 3: Structural Conservation - Techniques**

Techniques: Grouting – Guniting - Pointing – Underpinning – Plastering -Monitoring of cracks – Filletting – Edging.

#### **MODULE 4: Chemical Conservation – Inorganic Antiquities**

MetallicAntiquities: Gold, Silver, Copper, Bronze, Lead and Iron - Ores, source of origin – metallurgy – causes of decay and corrosion – Laboratory treatment and preservation.

#### **MODULE 5: Chemical Conservation – Organic Antiquities**

OrganicAntiquities: Ivory, Bone, Palm leaf, Wood and Textile – Material and its composition – Causes of decay – Treatment in the field and laboratory.

#### **Suggested Readings**

Alchin, B., Allchin, F.R., Thapar, B.K., Conservation of the Indian Heritage, Cosmo Publication, 1989, New Delhi

Batra, N.L., A Plea for NewTechnology in Conservation,Proceedings of world Archaeological Congress-3, New Delhi, Dec. 4-11, 1994.

Batra, N.L., A Study in to the Ancient Building Material – An Emphasis on Preservation and Conservation, Felicitation Volume of Dr.K, M, Srivastava.

Batra, N.L., Heritage Conservation Aryan Books International, New Delhi 1996.

Felldon, Bernard, Conservation of Historical Buildings, Butterworth Scientific series

Gulroln, T.R., Handbook of ChemicalConservation of Museum Objects, Department of Museology, maharajaSayajirao University of Baroda.

Jeyaraj, V., Care of Paintings, Commissioner of Museum, Chennai 2002.

Jeyaraj, V., Care of Museum Objects, Commissioner of Museum, Chennai 1995.

Marshall, John.,Conservation Manual, 1904.

Nagar, S.I., Protection, Conservation and Preservation of Indian Monuments, New Delhi.

Proceedings of International Congress on Stone Conservation, UNESCO, heldin Paris. June 1993.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 620 - INDIAN ART AND ICONOGRAPHY**

*The course surveys the evolution of Art and sculpture particularly the Jain, Buddhist and Hindu religious contexts in India and their transformation through the years. The various sculptural and art features embedded in the ancient monuments particularly in the temples, stupas, viharas would be thrown open to the students to understand the heritage monuments of this country in right perspective.*

#### **MODULE 1**

Indus valley Art – Mauryan Art – Gandhara School of Art – Mathura School of Art - Amaravathi School of Art.

#### **MODULE 2**

Buddhist Iconography – Various forms of Buddha – Jain Iconography – Various forms of Thirthankaras.

#### **MODULE 3**

Description of Terms – Mudras and Asanas - Vishnu: Various forms of Vishnu – Dasavataras.

#### **MODULE 4**

Siva: Various aspects of Siva - Anugrahamurthi - Samharamurthi- Lingodbhavamurti - Chandrasekharamurti - Sadasivamurti - Nataraja - Dakshinamurti - Kankalamurti and other forms of Siva.

#### **MODULE 5**

Rock Art - Ajantha paintings - Pallava and Pandya paintings - Chola paintings - Vijayanagar paintings.

#### **Suggested Readings**

- Balasubrahmanyam, S.R., 1966, *Early Chola Art*, Asia Publishing House, Bombay.  
Barret Douglas, 1974, *Early Chola Architecture and Sculpture*, Faber and Faber, London.  
Bhattacharya, B., 1958, *Indian Buddhist Iconography*, K.L.Mukhopadhyaya, Calcutta.  
Gopinatha Rao, T.A., 1914, *Elements of Hindu Iconography*, Motilal Banarsidass, New Delhi.  
Gupte, R.S., 1972, *Iconography of the Hindus, Buddhists and Jains*, D.B.Taraporevala Sons and Co. Pvt. Ltd., Bombay.  
Joshi, N.P., 1979, *Jain Iconography*, Motilal Banarsidass, Lahore.  
Lokesh, Chandra 1987, *Buddhist Iconography*, 2 vols, Aditya Prakashan, New Delhi.  
Saraswathi, S.K., 1957 *A Survey of Indian Sculpture*, Munishiram Manoharlal, New Delhi.  
Sivaramamurthi, C., 1968, *South Indian Paintings*, National Museum, New Delhi.  
Suresh, B.Pillai, 1976, *Introduction to the Study of Temple Art*, Equator and Meridian, Thanjavur.

## M.A. HISTORY (*Five year Integrated Programme*)

### HIST 624 GANDHIAN THOUGHT

*This course seeks to examine critically various aspects of Gandhian thought from a cross section of his own writings. It locates Gandhian ideas and ethos in time and space by making a brief study of his life from birth till his return to India from South Africa. It makes a detailed analysis of Gandhi's critique of Western civilization, especially in the light of recent writings of the subaltern collective, his concepts of truth and non-violence, his political philosophy, his method of resistance, his programme of social upliftment, his experiment with collective living, his religious thought and the relevance of his ideas for the contemporary world.*

#### **MODULE 1: Introducing Gandhi**

Formative Years: Community, Family and Neighbourhood - Early Education, Study in England - Indian Influences: Epics, Narratives, Gita, Raichand Bhai, Folklore - Western Influences: Ruskin, Thoreau, Tolstoy, Quakers - Gandhi in South Africa: Struggle against racial discrimination: From Passive Resistance to Satyagraha.

#### **MODULE 2: Moral Progress vs. Material Progress**

Gandhi's views on Human Nature - Gandhi's Critique of Modern Civilisation - Towards a New Civilisation: *Ahimsa, Satya, Swadeshi and Swaraj* - *Satyagraha*: The Gandhian Method of Non-Violent Resistance - *Sarvodaya* – Gandhi's Constructive Programme of Social Uplift.

#### **MODULE 3: Gandhian Political Thought**

Gandhi's views on State and Citizenship (Ramrajya), Gandhi's views on Democracy (Gramswaraj), Gandhi's Political Philosophy: Rights and Duties, Means and Ends - Gandhian Way of Comprehensive Human Development: Education, Religious Harmony and Peace.

#### **MODULE 4: Gandhian Economic Thought**

Encounter with Colonialism and Poverty - Bread Labour, Utilities and Wants, Self-reliance and Self-sufficiency – Trusteeship - Machinery and Industrialisation - Khadi and Village Industries - Agrarian Economy and Cooperatives - Sustainable Economy and Social Justice - Gandhian Alternatives for Development.

#### **MODULE 5: Gandhian Thought for Contemporary Society**

Social and Ecological Movements: Bhoodan Movement, Chipko Movement, Narmada Bachao Andolan, Water Conservation Movement, Civil Rights Movements in the United States, Green Peace Movements in Europe, Anti-Apartheid Movement in South Africa.

#### **Suggested Readings**

*The Essential Writings of Mahatma Gandhi*. Ed. by Raghavan Iyer, OUP, Delhi, 1990.

*Hind Swaraj*. Navajivan, Ahmedabad, 1939.

*The Story of My Experiments with Truth*. (2 vols.). Navajivan, Ahmedabad, 1927-29.

Bakshi, S. R. *Gandhi and the Ideology of Non Violence*. Criterion Publications, Delhi, 1986.

Bakshi, S. R. *Gandhi and the Ideology of Swadeshi*. Reliance, Delhi, 1987.

Bakshi, S. R. *Gandhi and Technique of Satyagraha*. Sterling, Delhi, 1987.

Brown, Judith. *Gandhi, Prisoner of Hope*. Yale Uni. Press, New Haven, 1989.

Chatterjee, Partha. "Gandhi and the Critique of Civil Society" in Ranajit Guha, ed., *Subaltern Studies*. Vol. 3. OUP, Delhi, 1984.

Dalton, Dennis. *Mahatma Gandhi: Non Violent Power in Action*. Columbia UP, New York, 1993.

Hardiman, David. *Gandhi: In His Time and Ours*. New Delhi: Permanent Black, 2003.

Iyer, Raghavan, N. *The Moral and Political Thought of Mahatma Gandhi*. OUP, New York, 1973.

Mukherjee, Rudrangshu. ed. *The Penguin Gandhi Reader*. New York, 1995.

Nanda, B. R. *Mahatma Gandhi*. Allen & Unwin, London, 1958.

## **M.A. HISTORY (Five year Integrated Programme)**

### **HIST 625 – CONTEMPORARY INDIA (SINCE 1947)**

*The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states. It gives a picture of how India's political and economic agenda and basics of foreign policy were evolved and developed since independence. It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste and politics in India.*

#### **MODULE 1: The Making of Modern India**

The Aftermath of Partition – The Integration of Princely States - Making of the Constitution –Reorganization of States- Indian Emergency – Emergence of Coalition Politics – The Mandal Commission - The Punjab Crisis - Panchyat raj and reservation for women – Anti Mandal protests - Ayodhya Dispute – Era of Coalitions.

#### **MODULE 2: India's Foreign Policy: Origins, Continuity and Changes**

Panch Sheel - Issues in India-Pakistan Relations - Chinese Aggression – India China War - Non Alignment - India-Pakistan War of 1971 – Simla Agreement – Pokharan I – Siachen Conflict- Look East Policy –Nuclear Policy and Tests- Kargil War.

#### **MODULE 3: Economic Policies and Progress in Science and Technology**

Beginnings of Planned Economy – Five Year Plans - Land Question - Industrial Policy – Green Revolution - Progress in Science and Technology in the Nehruvian and post - Nehruvian Era—Liberalization of Economy – Economic transformation.

#### **MODULE 4: Social Change and Transformation**

Land Marks in the Progress of Education - Hindu Code Bills - Changes in Family Structure, Caste and Stratification - Assertion of Dalits and Backward castes – Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements.

#### **MODULE 5: Contemporary Issues and Challenges**

Regional Separatism – Identity Politics in India – Left Wing Extremism and Insurgency – Corruption in Indian Public Life: Scams and Scandals – Women and Personal Laws – The Affirmative Action Debate in India.

#### **Suggested Readings**

- Bates, Crispin and Subho Basu. *The Politics of Modern India since Independence*, Routledge/Edinburgh South Asian Studies Series, 2011.
- Brass, Paul R. *The Politics of India since Independence*, Delhi: Foundation Books, 1980.
- Chakrabarty Bidyut. *Indian Politics and Society since Independence: Events, Processes and Ideology*, Routledge, 2008.
- Chandra Bipan, Mukherjee Aditya, Mukherjee Mridula, *India since Independence*, Penguin Books, 2008.
- Chatterjee, Partha, *The Nation and its Fragments*, Delhi: OUP and Princeton: Princeton University Press, 1994.
- Galanter, Marc, *Law and Society in Modern India*, Delhi: OUP, 1997.
- Guha, Ramachandra. *India after Gandhi*, London: Picador, 2007.
- Jaffrelot, Christophe, *Religion, Caste and Politics in India*, New Delhi: Primus, 2010.
- Jha, Nalini Kant, *India's Foreign Policy in a Changing World*, New Delhi: South Asia Publishers, 2000.
- , *India's Foreign Policy: Emerging Challenges*, New Delhi: Pentagon, 2012.
- Kapila, Uma, *Indian Economy: Performance and Policies*, New Delhi: Academic Foundation, 2009 (Revised edition).
- Kapila, Uma, Ed., *India's Economic Reforms*, New Delhi: Academic Foundation, 1998.
- Ramaiah, A (6 June 1992). "Identifying Other Backward Classes", *Economic and Political Weekly*. pp. 1203–1207
- Prasad, Bimal, *Origins of India's Foreign Policy*, Bombay: Orient Longman, 1966.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 626 - ECONOMIC HISTORY OF INDIA (A.D. 1757-1857)**

*The course is designed to develop a comprehensive understanding of the students of the nature of colonial economy and the changes that took place under the British colonial rule. The course covers the development of Indian economy from the mid-eighteenth century to the period of mid- nineteenth century. The students would be introduced to the changes in different sectors of Indian economy. Emphasis is laid on promoting a critical understanding of the changes shaping the Indian economy under British colonialism.*

#### **MODULE 1: Introduction**

Issues and problems of Indian Economic History – Different approaches and their limitations- Sources of Economic History of British India.

#### **MODULE 2: Indian Economy in the Mid-Eighteenth Century**

Nature and structure of economy – rural and urban-Agrarian and non-agrarian production – Technology and methods of production-Trade and indigenous banking.

#### **MODULE 3: Early Phase of Colonial Economy**

Mercantilism and European economic interests in India – The East India Company and its rule in Bengal-The early Drain of Wealth and its mechanism, magnitude and effects.

#### **MODULE 4: Agrarian Settlements and Agrarian Production**

The Permanent Settlement – objectives, operations, effects and official critiques-*Ryotwari* Settlements and *Mahalwari* system-Commercialization of Agriculture and its impact.

#### **MODULE 5: Traditional Handicraft Industry and the question of De-industrialization**

Artisans and Handicraft product-background-De-industrialization-Capital and labour in handicraft industry.

#### **Suggested Readings**

- Dutt,R C, *Economic History of India*, Publications Division, Govt. of India, 1968.  
Kumar, Dharm, *Cambridge Economic History of India*, Delhi Orient Longman  
Desai, A.R., *Social Background of Indian Nationalism*,  
Dutt, R.P., *India Today*,  
Arnold, David, *Famine: Social Crisis & Historical Change*. Oxford: Blackwell. 1988.  
Chandra, Bipan, *Rise and Growth of Economic Nationalism in India*, Delhi, People's Publishing House.  
R.E Frykenberg & B.S. Cohn, *Land Control and Social Structure in Indian History*, Delhi, Manohar Publication.  
Roy, Tirthankar. *Traditional Industry in the Economy of colonial India*, Cambridge University Press, 1999.  
Bagchi, A.K, *Private Investment in India, 1900-1939*, New Delhi, 1980.  
Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.  
Gerschenkron, A., *Economic Backwardness in Historical Perspective*, Harvard University Press, 1976.  
Ray, Rajat, K., *Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914-47*, Delhi, 1985.  
----- *Entrepreneurship and Industry in India, 1800-1947*, Delhi, 1994.  
Tripathi, Dwijendra., *Historical Roots of Industrial Entrepreneurship in India and Japan: a comparative interpretation*, New Delhi, 1997.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 627 ECONOMIC HISTORY OF INDIA (A.D. 1858-1947)**

*The course is designed to develop a thorough understanding among the students of the nature of colonial economy and the transformation that had taken place under the British colonial rule from the mid-nineteenth century to the period of India's independence. The course will trace the construction and maintenance of colonial patterns of economic structures in India. A major theme of the course is the explanation of how and why different segments of Indian economy remained underdeveloped under the British colonial rule.*

#### **MODULE 1: Railways and Indian Economy**

Economic and political compulsions-Effects on agrarian production and export of raw material – commercialization of agriculture-Famines and British policy.

#### **MODULE 2: Large Scale Industry**

Modern industry in pre-1914 phase and post 1914 phase – its nature – main industries: cotton, jute, iron and steel-Rise of industrial labour – labour force in large scale industry.

#### **MODULE 3: Foreign Trade and Balance of Payments**

Changing nature of external trade-Mercantilism, industrial capital and finance capital-Drain of Wealth and British overseas trade.

#### **MODULE 4: The Fiscal System**

Shift from direct to indirect taxation-Tariff and excise-Monetary policies and credit system.

#### **MODULE 5: National Income and Population**

Movements of national income after 1858-‘De-Urbanization’ controversy-Population growth – Pre and Post-Census estimates.

#### **Suggested Readings**

Dutt, R C, *Economic History of India* : Publications Division, Govt. of India, 1968.

Desai, A.R., *Social Background of Indian Nationalism*,

Dutt, R.P., *India Today*,

Ifran Habib, *Indian Economy, 1858-1914*, Tulika Books, 2006

Kumar, Dharma Sharma, *Cambridge Economic History of India*, Delhi Orient Longman

Chandra, Bipan, *Rise and Growth of Economic Nationalism in India*, Delhi, People's Publishing House.

E.N Kherr, *Railways in India* Delhi, Oxford University Press.

Arnold, David *Famine: Social Crisis & Historical Change*. Oxford: Blackwell. 1988.

Bagchi, A.K., *Private Investment in India, 1900-1939*, New Delhi, 1980.

Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.

Gerschenkron, A., *Economic Backwardness in Historical Perspective*, Harvard University Press, 1976.

Roy, Tirthankar. *Traditional Industry in the Economy of colonial India*, Cambridge University Press, 1999.

Ray, Rajat, K., *Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914-47*, Delhi, 1985.

----- *Entrepreneurship and Industry in India, 1800-1947*, Delhi, 1994.

Tripathi, Dwijendra., *Historical Roots of Industrial Entrepreneurship in India and Japan: a comparative interpretation*, New Delhi, 1997.

## **M.A. HISTORY (Five year Integrated Programme)**

### **HIST 629 - HISTORY OF LABOUR MOVEMENT IN COLONIAL INDIA**

*The course provides a comprehensive understanding of the rise and growth of Labour movement in Colonial India. It helps the students to grasp the concepts on 'Class', 'Class Struggle', 'Labouring Class' and 'Revolution'. It introduces the students to the multifarious dimensions of the conditions of the Industrial labour and its struggles as also its demonstration of solidarity during the Anti-colonial struggle at different points of time. It also broadly outlines the discreet difficulties encountered by the Industrial labour in its path of developing its organizations. It delineates the policy of Colonial State toward the Industrial labour and its movement to improve its economic conditions.*

#### **MODULE 1: Historiography of Labour Movement**

Labour Movement – Different Perspectives and their limitations-Sources of the history of Labour Movement.

#### **MODULE 2: Emergence of Industrial Labour Force**

Growth of Capitalism and the Rise of Industrial Labour -Conditions of work-Labour movement in pre 1914 era.

#### **MODULE 3: Rise of Consciousness of Industrial Labour**

Impact of World War I on Labour Movement-Impact of Russian Revolution on Industrial Labour-Growth of Organized Labour Movement - foundation of the All India Trade Union Congress.

#### **MODULE 4: Emergence of Communism and the Labour Movement**

Formation of Communist Party of India-Meerut Conspiracy Case, 1929-Congress Socialist Party and Labour Movement, 1934-39.

#### **MODULE 5: Industrial Labour and the Freedom Struggle**

Industrial Labour in Non- Cooperation Movement, 1920-22, Civil Disobedience Movement, 1930-34, 'Quit India' Movement, 1942, INA Trails, 1945, RIN Strike, 46-47.

#### **Suggested Readings**

Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.

Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.

Chandra Bipan, *Colonialism and Nationalism in India*, New Delhi, 1979.

Chakrabarty, Dipesh, *Rethinking Working-Class History: Bengal, 1890-1940*, Princeton, N.J.:Princeton University Press,1989.

Chandavarkar, Rajnarayana., *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi, 1989.

Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.

Chopra, P.N., (ed.), *Historic Judgement on Quit India Moveement: Justice Wickenden's Report*, Delhi, 1989.

Dilip Simeon., *The Politics of Labour under Late Colonialism: Workers, Unions and the State in Chota Nagapur, 1928-1939*, Delhi, 1995.

Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.

Gerschenkron, A., *Economic Backwardness in Historical Perspective*, Harward University Press, 1976.

Gupta, Ranajit Das., *Labour and Working Class in Eastern India: Studies in Colonial History*, Calcutta, 1994.

Habib, Irfan., *Essays in Indian History: Towards a Marxist Perception*, New Delhi, 1995.

----- *"Capitalism in History"*, *Social Scientist*, Vol. 23. Nos. 7-9, July-Sept. 1995, pp. 15-31.

Karnik, V.B., *Indian Trade Unions; A Survey*, Bombay, 1968.

----- *Strikes in India*, Bombay, 1968.

Mathur, A.S. and Mathur, S.J., *Trade Union Movement in India*, Allahabad, 1957.

Mathur, J.S., *Indian Working Class Movement*, Allahabad, 1964.

Newman, Richard., *Workers and Unions in Bombay, 1918-1929*, Canberra, 1981.

Oversteet Gene, D., and Windmiller, Marshall., *Communism in India*, University of California,1960.

## **M.A. HISTORY (*Five year Integrated Programme*)**

### **HIST 631 – SITUATING THE NORTH EAST: EMERGENCE AND MODES OF RESISTANCE**

*This course is indented to familiarize the students with the various popular modes protest in Northeast India in its encounter with the British. The course traces the tradition of protest from the advent of the British traders till the incorporation of these areas under the control of British India. This will also provide the students a deeper understanding of the British policy towards the Tribes living in this Region.*

#### **MODULE 1: British Relations with Various Tribes**

The Naga Tribes - North Cachars – Manipur - Khasi, Jaintia, Garos – Tripura - Lushai-Kuki.

#### **MODULE 2: Popular Mode of Protest**

Maomariah Rebellion and Tirhut Singh- Kuki Raids in Chittagong and Sylhet - Naga Customs and traditions and the creation of Naga Hills - Nupi Lal/Women's War and Khongjom war - Kuki Rising 1917-1919 - Zadonang and Gaidinliu Movement

#### **MODULE 3: British Encounter with the Monarchical Kingdom**

The Ahom Kingdom - The Maharajas of Manipur - Twipra Kingdom.

#### **MODULE 4: British Colonial Legacy**

Inner Line Regulation/Permit - Armed Forces Special Power Act.

#### **Suggested Readings**

Guite, Jangkhomang, Colonialism and Its Unruly?—The Colonial State and Kuki Raids in Nineteenth Century Northeast India, in *Modern Asian Studies* August 2013, pp 1 – 45.

Zou, David Vumlallian (2005) "Raiding the dreaded past: Representations of Headhunting and Human Sacrifice in Northeast India" *Contribution to Indian Sociology*, Vol. 39, No. 1, pp. 75 – 105

Mackenzie, A, (1979, Reprint. 2005), *The North-East Frontier of India*, Mittal Publication New Delhi.

Dena, Lal, ed., (1991), *History of Modern Manipur 1826-1949*, (New Delhi: Orbit Publishers-Distributors.

Bhadra, Gautam, (1975), —The Kuki (?) Uprising 1917-1919: Its Causes and Nature *Man in India*, 55 (1): 11 – 56.

Reid, Robert, (1942), *History of the Frontier Areas bordering on Assam from 1883-1941*, Shillong: Assam Government Press.

Guha, Amalendu, (1991), *Medieval and Early Colonial Assam: Society, Polity and Economy*, K.P. Bagchi & Co, Calcutta.

Johnstone, James, *Manipur and the Naga Hills*, (New Delhi: Gyan Publishing House, 2002.

Philip, P. T., *The Growth of Baptist Churches in Nahgaland*, (Guwahati: Christian Literature Centre, 1976).



## **M.A. HISTORY (Five year Integrated Programme)**

### **HIST 632 –SOCIETY AND ECONOMY IN MEDIEVAL INDIA (A.D. 1000-1707)**

*This course is designed to create awareness among the students about women's agency in historical change especially in the nineteenth and twentieth centuries in India. It looks at the woman question which loomed large in India in the nineteenth century; examines the role of women in India's struggle for freedom; reviews women's legal status in pre and post independent India; discusses women's participation in politics; focuses on women's contribution to social and environmental movements and analyses women centered issues in contemporary India.*

#### **MODULE 1: Advent of the Turks in India**

The Expedition of Mahmud of Gazni - Alberuni -The debate over Somnath Temple - Muhammad Ghori and his invasions.

#### **MODULE 2: Society, Economy and Polity during the Sultanate**

Theory of Kingship - Central and Provincial Administration - Iqta System - Agrarian Measures and Market Control - Currency System, Slavery and Slave Trade.

#### **MODULE 3: Regional States in Southern India**

The Four Kingdoms - Malik Kafur's Invasion of South India - Rise of Vijayanagara - Vijayanagara State and Society.

#### **MODULE 4: The Mughals**

Warfare and military organization - Mansabdari system - Religious Policy - Mughal Theory of State - Administration of the Mughul Empire: Central, Provincial and Local.

#### **MODULE 5: Land and Economy in Mughal India**

Land Revenue System - Zamindars, Chaudhuries and other intermediaries – Peasantry - Internal Trade and Artisanal Production - Foreign Trade and Advent of the European Companies.

#### **Suggested Readings**

- Alam, Muzaffar &  
Sanjay Subramanyam *The Mughal State*, Oxford University Press, 2001.  
Chandra, Satish *History of Medieval India*, Orient Longman, 2007  
Habib and Nigami *The Delhi Sultanate*, Peoples Publishing House, 1992.  
Habib, Irfan *The Agrarian Systems of Mughal India*, Oxford University  
Hubbi Bullah, A B M *.Foundation of Muslim Rule in India*, Allahabad, 1973  
Jackson, Peter *The Delhi Sultanate*, Oxford University Press, 2000.  
Mooreland *From Akbar to Aurangzeb*, New Delhi, (Reprint) 1992.  
Moosvi, Shireen *The Economy of Mughul India*, Oxford University Press, 1996.  
Mukhia, Harbans *Historians and Historiography of the Age of Akbar*,  
Richards J. F. *The Mughal Empire*, Cambridge University Press, 1993.  
Stein, Burton *Vijayanagara*, Cambridge University Press, 1989  
Thapar, Romila *Somanath: The Many Voices of History*, Penguin, 2004.